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ABSTRACT

This booklet guides educators in developing the family involvement part of a Title I program proposal. The booklet presents a checklist based on the new Title I Parental Involvement guidelines, many sample forms, sample school district parental involvement policies, sample program descriptions, and an overview of some research in parental involvement. After an introduction, sections of the booklet are New Title I Guidelines for Parental Involvement; Developing the Parental Involvement Components of Your Title I Proposal; Suggestions for Reaching "Hard-to-Reach" Families; and Strategies for Low-Literacy Families; Ideas You Can Use: Examples of Parental Involvement Programs That Work (and a Few That Don't). Contains 26 references. A 34-item annotated list of materials for parents, and a 40-item list of organizations are attached. (RS)

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Boost Family Involvement

How to Make Your Program Succeed under the New Title I Guidelines

by

Eleanor C. Macfarlane

Associate Director
Family Literacy Center

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Boost Family Involvement

How to Make Your Program Succeed under the New Title I Guidelines

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The Family Literacy Center at Indiana University conducts research and offers information services that promote family involvement in education. It carries its mission across all of North America.

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Boost Family Involvement

How to Make Your Program Succeed under the New Title I Guidelines

I. Introduction

Research indicates that parent involvement in children's education, from birth until they leave home, has a major positive impact on children's achievement.

The major benefits of parent involvement for students include:

- higher test scores
- better grades
- more consistent attendance at school
- more positive attitudes and behavior
- more effective academic programs

Families benefit, too, from parent involvement in their children's education. Participation in meaningful parent-involvement programs can "improve parents' self-image, increase their respect for teachers and schools, and give them increased confidence in their ability to help their children succeed in school." (Burns, 1993, pp. 9-10)

Teachers and schools gain, also. Teachers gain a better understanding of families' needs and cultures and learn about what parents can offer to the school program and to their children at home. (Burns, 1993, p. 10) Thus the entire school climate improves as a home-school-community partnership develops. More information about some of the research that has been done on parent involvement can be found in a U.S. Department of Education publication entitled *Strong Families, Strong Schools*. To receive a free copy call 1-800-USA-LEARN.

Schools with a record of success in working with children that qualify for Title I programs are usually those with extremely high levels of family and community involvement — even though getting parents of at-risk children involved is not easy. Many parents have unhappy memories of their own school days, some are not proficient in English, and many have limited literacy. However, parents want the best for their children and, if schools make them welcome, they can become a powerful source of support for teachers. Schools that are eager for parental support offer numerous programs and services for both children and parents and make it clear that they view parents as partners in the educational enterprise.

How can you encourage all the families in your school district to become your partners in promoting their children's education, even the "hard-to-reach" families that reside in every community? There are numerous different factors that make people hard-to-reach. In designing your program, you need to ascertain which barriers are preventing parents in your community from becoming involved in their children's education. *Why* are they not participating? And what can you do about it? Section IV of this report has numerous suggestions that will help you.

The *Improving America's Schools Act of 1994* is likely to have a major impact on the quality and quantity of family involvement in your school district. To acquire Title I funds under the new law, you *must* show how you will involve the parents at each school in the program — it is not optional. Parents must be included as partners in all phases of the program, starting with the planning process. They must also be kept informed, not only about their child's progress but also about the school district's parental involvement policy, the policy and school-parent compact each school must have, and all of the workshops and other programs in which they may participate.

If you are already including parents in many aspects of your school Chapter 1 program, congratulations! Even if you are, the ideas and suggestions in this guide will help you not only to prepare your Title I proposal but to have a better program — one in which parents function as your partners in educating the children of the community.

Two paragraphs of the Title I legislation, in the section entitled "What Has Been Learned since 1988," illuminate the thinking behind the new guidelines:

> *(1) All children can master challenging content and complex problem-solving skills. Research clearly shows that children, including low-achieving children, can succeed when expectations are high and all children are given the opportunity to learn challenging material.*
>
> *(7) All parents can contribute to their children's success by helping at home and becoming partners with teachers so that children can achieve high standards.*

As you develop a parental involvement plan that will meet Title I guidelines, keep in mind the overall goal — **a community where school and home (and businesses) work together in a partnership** to promote the growth and achievement of all of the children and young adults. Your aim is to involve people in the community (parents and others) to work toward the goal of a school that the whole community can feel proud of — and part of — where there are high expectations and improved student performance.

This booklet will guide you in developing the family involvement part of your Title I proposal. You will find a checklist based on the new Title I Parental Involvement guidelines, many sample forms, sample school district parental involvement policies, sample program descriptions, an overview of some of the research on parental involvement, and a list of helpful resources and organizations.

II. New Title I Guidelines for Parental Involvement

Improving America's Schools Act of 1994
Title I: Helping Disadvantaged Children Meet High Standards
Section 1118: Parental Involvement

A. SIGNIFICANT FEATURES OF THE NEW GUIDELINES

Six significant features of Section 1118 are listed below. The major change from the previous law that authorized Chapter 1 programs is that even more parental involvement at the building level is now mandated.

1. **Each school district** (referred to in the law as an LEA — local educational agency) **must have a written parent involvement policy, and so must each participating school,** whether it is a Target-Assisted School (TAS) or a School-Wide Project (SWP). These policies, which are to be developed with input from parents, are to be consistent with the overall LEA plan and must be distributed to parents of participating children. Parents must also be involved in reviewing how well the policy is carried out.

2. **Each LEA is encouraged to allocate money to carry out parental involvement activities,** including family literacy and parenting skills training.

3. **Each school, *working with the parents of its students*, must develop a school-parent compact** that outlines how parents, staff, and students will share responsibility for promoting higher student achievement.

4. **Appropriate training for parents must be provided** (including literacy training, using Title I funds if other funding is unavailable).

5. To facilitate both home-school communication and parental involvement, **LEAs are encouraged to involve parents in providing training for staff as well as for other parents.**

6. **Parents are to be provided timely information** concerning aspects of the program, meeting times, etc. as well as concerning their children's achievement.

B. DETAILED OVERVIEW OF SECTION 1118

The following detailed overview of Section 1118 of the new Title I guidelines (organized in a "who must do what" format) will help you as you work on your proposal. You may use this overview as a checklist for your plans:

An LEA must:

- ❑ Implement programs, activities, and procedures for parental involvement
- ❑ Jointly develop with parents a parent involvement policy. This policy must
  - ◆ Be incorporated into the LEA plan
  - ◆ Be distributed to parents of participating children
- ❑ Reserve a portion of its Title I allocation for parental involvement activities

The parental involvement policy must describe how the LEA will:

- ❑ Involve parents in the joint development of the LEA plan
- ❑ Involve parents in the process of school review and improvement
- ❑ Provide coordination and technical assistance in planning and implementing an effective program
- ❑ Build the capacity of schools and of parents for involvement
- ❑ Coordinate with other parental involvement programs, such as those for Head Start or Even Start
- ❑ Conduct with parents, an annual evaluation of the content and effectiveness of the parental involvement program to
  - ◆ Look at how parental involvement is increasing
  - ◆ Identify barriers to increasing parental involvement
- ❑ Use these findings to design strategies for school improvement and revising parental involvement policies

A school must:

- ❑ Develop jointly with, and distribute to, parents of participating children, a written parental involvement policy
- ❑ Hold an annual meeting for all parents of children in the program
- ❑ Offer flexible meeting times, such as holding meetings both in the morning and in the evening. Title I funds may be used for child care, transportation, or home visits in connection with parent involvement.

- ❑ Involve parents in the planning, review, and improvement of programs

A school must provide parents:

- ❑ Timely information about programs so that they have an opportunity to participate in a more effective way
- ❑ School and child performance profiles, including an interpretation of the results
- ❑ Opportunities for regular meetings to discuss their child's education
- ❑ Timely response to their questions

A school *and* parents must:

- ❑ Share responsibility for high student performance by developing a school-parent compact

School-parent compacts must:

- ❑ Outline how parents, staff, and students, will share responsibility for student performance
  - ◆ Describe the school's responsibilities, such as
    - providing high-quality curriculum
    - providing instruction in a supportive and effective learning environment that enables the children served to meet the State's student performance standards
  - ◆ Describe the ways in which parents will be responsible for supporting their children's learning, such as
    - monitoring attendance, homework, and television watching
    - volunteering in their child's classroom
    - participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
  - ◆ Describe what students will be expected to do
- ❑ Outline how the school and parents will build partnerships to help children achieve the state's high standards
- ❑ Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum,
  - ◆ parent-teacher conferences in elementary schools, at least annually
  - ◆ frequent reports from teachers to parents on their children's progress
  - ◆ reasonable access by parents to staff

- opportunities for parents to volunteer and to participate in their child's class
- opportunities for parents to observe classroom activities

LEAs and schools are encouraged to:

- ❑ Provide appropriate training for parents in parent resource centers or other settings so that parents can learn about child development and child rearing issues, beginning at the birth of a child, and can become full partners in the education of their children; show parents how to work with their children to improve their children's achievement
- ❑ Pay expenses such as transportation and child care costs to enable parents to participate in school-related meetings and training sessions
- ❑ Arrange meetings at flexible times (mornings and evenings) to maximize the opportunities for parents to participate
- ❑ Arrange for home visits if parents can't attend school conferences
- ❑ Coordinate literacy training from other sources, for parents who need it; use funds from Title I if other funding is unavailable
- ❑ Coordinate and integrate parent involvement programs and activities provided under Title I with other programs such as Head Start, Even Start, and the Parents as Teachers Program
- ❑ Involve parents in the development of parental involvement training for staff. This training "shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school."
- ❑ Train parents to enhance the involvement of other parents
- ❑ Send information to parents in the language used in the home, to the extent possible
- ❑ Involve community-based organizations and businesses in parent involvement activities by, for example, encouraging partnerships between businesses and schools that include a role for parents
- ❑ Provide other services that parents think are needed

LEAs and schools must:

- ❑ Provide opportunities for parents with limited English proficiency or disabilities to participate in the program
- ❑ Show parents how to access parent resource centers set up under Goals 2000

III. Developing the Parental Involvement Components of Your Title I Proposal

In this section, we will go over some of the main components of a proposal that would meet Title I, Section 1118, Guidelines for Parental Involvement.

A. ADVISORY COMMITTEES

Recruiting broad-based Advisory Committees that include parents of participating students and other members of the community (including some business leaders) is the first step in putting together a successful program that meets the Title I guidelines. *You need a committee at the school district level, plus similar committees in each school.* The actual name of the committees may be chosen by participants after it is clear what their role will be.

To ensure a wide spectrum of parent participation in these committees, perhaps you could request a story in the local newspaper about the benefits of parental involvement in education, with a final section encouraging parents and other adults in the community to volunteer to serve on these district and school advisory committees (with a phone number to call). Alternatives include notes sent home with children in the district, a school district newsletter, or word-of-mouth recruiting. In any case, you should try to involve a cross-section of parents in your district, making sure to include parents with children in the Title I program. In some districts, there is a monthly or bimonthly Parents' Forum for parents whose children are currently participating, or have participated, in Chapter 1/Title I programs. Parents who are active in this group might be willing to serve on an advisory committee.

Advisory Committee members should have real and substantial input into the planning process — at both the district and local school level. They need to have the sense that their ideas and needs (and those of their friends and neighbors) are taken seriously. Their participation will improve your program.

In fact, all the remaining parts of your Title I proposal should be shaped by the input you receive from your community — through surveys and needs assessments, through talking with people informally, and through your Advisory Committees. Therefore, the suggestions offered in this booklet are just that — suggestions. They should be modified freely to take into account the needs of your particular community.

If you already have a school district Advisory Committee in place, now is the time to meet with the members of your committee. You should share the new Title I guidelines and see what modifications you need to make to the procedures you have in place. You will need to ask the Committee's help to form school committees to help with the

planning process for each school. You may share with these committees some of the ideas from this booklet that will assist you in increasing the overall level of parent involvement in your community.

B. NEEDS ASSESSMENT

Conducting a needs assessment in your community will be extremely important to the design of your program, and its effectiveness. If you design it appropriately, the same instrument can also give you some feedback about your current program and tell you which aspects of the program people think are working well and which ones ought to be changed or improved.

You can, and should, involve parents when you are designing your needs assessment instrument and deciding how best to carry out the assessment. Parent volunteers have proven, in many communities, to be crucial in reaching members of the community for both formal and informal needs assessments.

One aspect of the needs assessment is finding out what sorts of information parents want and need so as to provide workshops and other training on appropriate topics and at convenient times. Parents may want a series of workshops on parenting skills or individual meetings/workshops on particular topics (from among a list of options) or workshops for parents and kids together. A sample Parent Workshop Survey that was developed by the City of Hammond, Indiana public school system is included here. Notice that the form includes a place for parents to indicate their interest in becoming part of the Parent Leadership Group and to receive special training for that role.

Rather than using one giant survey to ascertain community needs, many school districts find that it is more effective to use a variety of instruments to gather information. In addition to a survey giving parents options for workshops or other training opportunities, you can get feedback from activity packets and other materials that are sent home with children in the Title I program.

All assessment does not have to be written. At various meetings (large and small) at school and in the community, invite people to tell you about what they see as the most pressing needs in the community. Then take notes.

The needs uncovered by the assessment tools you use may be categorized in various ways. Here are a few needs that might be found in your community:

- Children having no place to go before or after school hours because primary caretaker is working

- Need by parents to know more about what is going on at school
- Need for parents to gain more understanding of child development and/or to develop better parenting skills
- Too little reading at home — parents unsure how to go about encouraging their children to read
- Need for better family communication
- Lack of print materials, videos, and tapes for parents and children
- Need for teachers to receive training in working with parents

It is worth trying to find out about as many needs as possible in your community, even though you obviously won't be able to meet all of them immediately. You can choose three to five needs that you want to concentrate on during a particular academic year; the following year you can build on the program you have in place and meet some other needs. In cooperation with your Advisory Committees, you can develop a plan for meeting the needs of your community better each year.

On the following three pages are samples of needs assessment forms:

- **Parent Workshop Survey from Hammond**
- **Chapter 1 Parent Survey**
- **Evaluation Report on Intensive Home Visits**

SAMPLE

Parent Workshop Survey
October, 1994

To develop the partnership between parents, students and school we will offer workshops that you want. Please check the items on this survey that interest you. Write in your own ideas in the space provided.

_____ I would like to be in the **Parent Leadership Group** to plan workshops and increase parent involvement at Wallace. (The first leadership workshop is offered twice: Wednesday, Oct. 19 at 9:00 a.m. & Thursday, Oct. 20 at 7:00 p.m.)

Workshops for Parents Only

_____ Health Issues - An example would be a speaker on nutrition
_____ Whom do I call if I have a question about school
_____ Taking responsibility - How Wallace's discipline plan works
_____ What do I do when my child has a problem in school
_____ When my child needs testing
_____ Getting my high school diploma/GED
_____ Adults who want to improve their reading skills
_____ Where There's a Will There's an A - video to help your child succeed
_____ Educational resources I can use
_____ How to Help Children with Homework
_____ Cooking made easy
_____ Holiday crafts/decorations
_____ Educational games you can make at home
_____ Parents meeting parents - informal gathering
_____ Coffee with the principal and other important school people
_____ Smart shopping - how to get the most out of your money

Workshops for parents and kids together

_____ Make It, Take It - making puzzles, games, etc. with your child to take home
_____ Reading - book lists and book talks
_____ Parents Sharing Books with children
_____ Playing new games
_____ Storytelling
_____ Formal dining - what it's like

Your ideas:_____

_____

I prefer workshops to be held:

_____ in morning during school (parents only workshops)
_____ in afternoon during school (parent only workshops)
_____ after school (3-5 p.m.)
_____ evening (7-9 p.m.)

_____ _____ _____

Signature Phone Date

SAMPLE

CHAPTER 1 PARENT SURVEY SCHOOL_____

Parents:

We value your opinions. We would appreciate your time spent answering the following questions. Your input will help us evaluate the Chapter 1 program.

1. Have you participated in a Chapter 1 parent/teacher conference concerning your child's progress during the 91-92 school year?

   Yes ❒ No ❒

2. Did you use the Chapter 1 materials to work on at home with your child?

   Yes ❒ No ❒

3. Do you feel your child's participation in Chapter 1 has helped improve his/her reading and/or language skills?

   Yes ❒ No ❒

4. Do you feel you have had an opportunity for parental input into the Chapter 1 program?

   Yes ❒ No ❒

5. Which Chapter 1 parent involvement activity was most beneficial to you?

   _____ Finding the Magic
   _____ Bring the Magic Home
   _____ Parent Forum
   _____ Home Learning Packets
   _____ Side-By-Side
   _____ Active Parenting
   _____ College for A Day
   _____ News & Views (newspaper)

   _____others

6. Did you have a home visit by a Chapter 1 staff member?

   Yes ❒ No ❒

Additional Comments:_____

_____

_____

Please return this questionnaire to your Chapter 1 teacher who will forward it to us.

Thank you

Chapter 1 Staff

SAMPLE

EVALUATION REPORT
ON
ARK INTENSIVE HOME VISITS

Child's Name_____ School_____

Name of Guardian_____ Phone_____

Name of Home Visitor_____

****

PARENT'S EVALUATION

1. Did you find the materials in the ARK bags helpful to you as a teacher of your child and do you feel your child benefited from the material?

_____

_____

_____

2. Was you home visitor polite and helpful to you and was she clear in her explanation of the activities you were to do with your child?

_____

_____

_____

3. Did you have problems with scheduling the visits? If so, do you have some suggestions that might help us with scheduling for next year's program?

_____

_____

_____

4. Do you think the program should be continued next year for Kindergarten students?

_____

_____

_____

Additional Comments:_____

_____

_____

C. *FAMILY INVOLVEMENT COORDINATOR (OR HOME/SCHOOL* COORDINATOR)

If you do not already have one or more designated Family Involvement Coordinator in your Title I program, you should seriously consider allocating funds for this purpose. This position is extremely important if you expect to involve the families of your community in improving their children's education.

Some of the characteristics of a person who would do well in this role include:

- warm outgoing personality
- empathy with parents, including those in difficult circumstances
- extensive experience with children
- background in education, especially reading
- excellent communication skills, speaking and listening (one-on-one and in workshops)
- ability to have a flexible schedule — to work evenings as needed
- willingness to make home visits as needed
- ability to speak more than one language, if there are many non-English-speaking families in the community

Some large school districts have a District Family Involvement Coordinator as well as building-level staff with similar titles. To meet the level of family involvement envisioned under the new guidelines, someone in each school building needs to assume the responsibility (and be given the time) to coordinate family involvement efforts. These efforts can pay off in a much stronger school program and higher achievement for students.

D. PARENTAL INVOLVEMENT POLICY — DISTRICT LEVEL

Title I guidelines require a written Parental Involvement Policy for your school district (plus one for each school). The actual policy should be brief — probably not more than two pages — so that it is easily distributed to all the parents of children participating in the Title I program. Backing up the policy is your program plan, which is a much longer document that can be part of your Title I proposal.

1. Developing the Policy

Your school district Parental Involvement Policy should be developed with the Advisory Committee mentioned earlier, representing all segments of your school district and taking into account what you have learned through the needs assessment in your community. Instead of having the entire Advisory Committee work on the document, a subcommittee might develop the written Parent Involvement Policy and bring it to the Advisory Committee. The subcommittee may need to meet several times. The members

of the committee can use the checklist of points in Section II above to make sure that their policy and their program meet Title I guidelines for parental involvement.

Before the policy is distributed to parents, it would be a good idea to present it at a School Board meeting — partly for Board approval but mostly to raise awareness and to stress the school district's commitment to parental involvement.

2. Coordinating with the Overall Title I Program

The Parental Involvement Policy should be much more than a piece of paper; it should fit in with the rest of the Title I program and with district policy in general. It should reflect the philosophy of your school district with respect to promoting the achievement of *every* child in the district and should be modified as needs within the district change.

The guidelines for the Title I program emphasize the need for setting achievement goals for every child in the system — appropriate to grade level — and then using Title I money to make sure that children who are eligible for the program (and therefore at some risk of not achieving to their full potential) are given the extra help needed (after-school help, assistance at home from parents, in-class tutoring, etc.) to reach those goals. Parental involvement (at home and at school and in the planning and evaluation process) will be a key factor in helping children succeed.

3. Parental Involvement — Many Types

Many researchers have demonstrated that there is a clear and positive relationship between parental involvement in education and the progress that students make in school, as well as in their attitudes toward learning. However, when we speak about parental involvement, we may be referring to any one (or a combination) of several categories of activities. It is important to realize that families' involvement with education is not measured solely by attendance at PTO meetings or volunteering at school; what parents do at home with their children is even more important to the total educational effort. And parents need to know that the school values both their at-home contributions and their participation at school.

Either in your Parental Involvement Policy or the program material supporting it, mention the different types of parental involvement you are trying to promote. Then describe specifically how you plan to encourage each kind (and how you will keep track of it, so that you will be able to assess progress). The categories below may be helpful in your planning.

A few sample activities in each category are listed here:

a. **Providing for children's basic needs** — providing shelter, adequate nutrition, preventive and acute health care, emotional support; promoting positive attitudes toward learning; talking together at family meals

b. **Supporting and participating in learning activities with children at home** — reading with children, speaking to them, listening to them, supporting early efforts at reading and writing, providing age-appropriate toys and games, etc., as well as assisting with learning activities suggested by the school; attending workshops or classes to improve skills in this area

c. **Communicating with school staff** — participating in parent-teacher conferences, home visits, and telephone conversations

d. **Volunteering (or being paid) to provide assistance at their child's school** — helping in a variety of roles, with field trips, in the classroom, in the library, in the lunchroom; observing classroom or Title I activities; helping to contact other parents by telephone or in person

e. **Participating in governance and advocacy activities** (committees, citizens' groups, etc.) — being a member (or a leader) of a PTA/PTO or Title I parents' group, being a member of a school or district planning committee, serving on the School Board, etc.

(Categories adapted from Epstein, J. L. "Parent Involvement: Implications for limited-English-proficient-parents," in C. Simich-Dudgeon, Ed., *Issues of Parent Involvement*. Proceedings of symposium held at Trinity College, Washington, D.C., June 1986)

See the sample of the **Parent Partnership Activity Planning Guide** on the following page which indicates various types of activities parents will participate in by month.

PARENT PARTNERSHIP ACTIVITY PLANNING GUIDE

SAMPLE

School:_____

MONTH	COMMUNICATIONS	PARENTS AS SUPPORTERS	PARENTS AS LEARNERS	PARENTS AS TEACHERS	ADVISORY/DECISION MAKING
DEC.					
JAN.					
FEB.					

4. Helping Parents of Middle School Parents to Stay Involved with the School

Special attention should be devoted to parents of middle school children. Adolescents typically wish to become more independent of adults. On the one hand, we applaud that development; however, it is all the more important that the school and home work closely together to support the achievement of middle school students. Two articles with helpful suggestions are "Parent Involvement at the Middle School Level" by Nancy Berla and "Los Padres Tambien Deben Participar en la Escuela Intermedia" by Magdalena C. Lewis (*ERIC Review*, U.S. Department of Education, Vol 1, Issue 3, September 1991).

E. SAMPLE PARENTAL INVOLVEMENT POLICIES — DISTRICT LEVEL

On the next page is a brief sample Parental Involvement Policy for an imaginary District xxx. The ideas and phrasing contained in it may be adapted for use in your district's policy. However, make sure that your policy is consistent with the stated aims of your particular school district and with the goals of your overall Title I program.

Background: District xxx is located in a linguistically diverse small southwestern U.S. city. It is a unit district with six elementary schools, two middle schools, and one high school. About 40% of the families are Hispanic. While some of these families do not know very much English, others know both Spanish and English and some are more fluent in English than in Spanish. Most — but not all — of the non-Hispanic families in the community use English as their home language. Approximately 50% of the children in the school district qualify for free or reduced-cost school lunches; the percentage varies somewhat from school to school.

On pages 22-23 you will find a sample Chapter 1 parent involvement policy statement from Hammond, Indiana.

School District xxx
Title I Parental Involvement Policy

1. Statement of Purpose

School District xxx is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Grade level goals for the children of School District xxx will be distributed to all parents in the district, with the expectation that *all* students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program to reach those goals. **School District xxx intends to include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.**

2. Parental Involvement in Developing the Policy

An Advisory Committee consisting of xx parents, xx teachers, xx members of the community, and xx principals will meet to develop our school district's Parental Involvement Policy. Our Advisory Committee will be chosen from volunteers in each school attendance area in our district (after appropriate publicity about the need for volunteers). Special attention will be given to recruiting parents of children in the Title I program. The goal is to have at least three parents whose children are participating in the Title I program (or have participated in the past few years) on the committee.

3. Annual Meeting for Title I Parents (to be held in each school)

At the annual meeting for parents, which will be held in late September in each school in the district, parents will be given information about the new Title I guidelines and how they differ from the previous Chapter 1 program in their school. They will be given copies of the district's current Parental Involvement Policy, and will be offered a chance to become involved in revising that policy as needed. People may volunteer to serve on either the district-wide or individual school Advisory Committees (or both).

The annual meeting will be held twice, for the convenience of parents — in the evening and again the following morning. Translation (English-Spanish and Spanish-English) will be available. Parents will be sent written notices about the meeting times and will also be contacted through telephone calls by parent volunteers so that as many

parents as possible will attend. Some of the phone calls will be made by people who can speak both Spanish and English.

4. School-Parent Compact

According to the new Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent-student compact jointly with the parents of children participating in the program. These compacts must outline how parents, staff, and students will share responsibility for promoting high student achievement. Parents on each school's Advisory Committee will be involved in designing these compacts. Student responsibilities may vary by grade level.

Parents will receive the compact from their child's school with a checklist of responsibilities that teachers, parents, and students will each have for helping students achieve their goals.

Parents are urged to discuss the compact with their children, before signing it and having their children sign.

5. Types of Parental Involvement

There are many ways in which parents can become involved with their children's education. This school district values both the at-home contributions and those which take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed.

6. Matching Programs to the Needs of Our Community

Each year, the school district will assess the needs of parents and children in this community, through a variety of measures — including questionnaires sent home to parents — so that the Title I program will be tailored to meeting those needs. Workshops and other programs will be available (some for parents, some for parents and children) to match the expressed needs. Parents will be notified about these opportunities through the individual schools. Parents may call the District Office or their local school office at any time to express an interest in a particular sort of workshop or to make suggestions.

7. Staff-Parent Communication

Communication with parents will include a Title I newsletter distributed four times each year. There will also be notices and activity packets sent home with children, phone calls, conferences, and home visits as needed. Parents are encouraged to take the

initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices sent home will have English on one side, and Spanish on the other. Staff will be receiving training on how to improve home-school communication; some parents will be asked to participate in these training sessions.

8. **Evaluation**

A district-wide Title I Advisory Committee will be involved in the process of school review and improvement. Parents of children in the Title I program will be part of this group. The aim will be to evaluate the schools in this district, collecting information in a variety of ways, including visits to the schools and observation of classes.

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement Policy on the basis of this annual review.

This commitment to family involvement has been approved by the School Board of District xxx. The policy will be coordinated by Title I supervisory staff and teachers throughout the district and promoted by building principals and other school staff.

Date:

SAMPLE

NOTE: This statement of policy reflects the Chapter 1 guidelines that were in effect at the time it was written. Note its concise format.

HAMMOND CHAPTER 1 PARENT INVOLVEMENT POLICY

A major goal of the School City of Hammond Chapter 1 program is to encourage greater involvement of parents in the education of their children in partnership with Chapter 1 and their school. The following outline is in compliance with legal requirements (PL100-297, Section 1016) and in accordance with our philosophy of nurturing parents toward recognizing and fulfilling that responsibility. Likewise, this statement represents input from parents and will be available to all parents of Chapter 1 children.

1. In September a letter will be sent to all parents of children selected for participation in Chapter 1 informing them of selection and the nature of instruction. All parents will be invited to attend a meeting at their local schools during September for discussion of specifics concerning the instructional objectives and methods of the program. Follow up efforts will be made through telephone calls, direct mailing, and optional evening meetings. Parents of children added during the year will receive consideration fulfilling this goal of informing.

2. Responsibilities of parents and suggestions for projected home-school partnership will be presented through communication with parents during the year, through workshops or conferences designed following parents' wishes and needs and according to parents' requests. Home visits will provide an alternative follow-up contact.

   Resources or materials valuable for parents will be provided at both central and local sites.

   Teachers will provide progress reports for parents twice each year as well as arrange for at least one conference concerning their child's progress during the year at designated times and as parents' request. Specific invitations will be sent at least once each semester for Chapter 1 classroom visitation. However, parents will be encouraged to visit Chapter 1 classes anytime during the year.

   Teachers will initiate at least two after school parent involvement programs each year at their individual buildings.

3. Inservice training for Chapter 1 staff and some to include classroom teachers and other school representatives will be directed toward more effectiveness in working with parents of participating children and toward building home-school partnerships. These opportunities may include conferences sponsored beyond our local level.

4. Each Chapter 1 school will select representative parents of Chapter 1 students to comprise a forum held at least four times each year. Meetings will be with Chapter 1 personnel for purposes of consultation, advising, and evaluation and to insure on-going parental input toward achieving program objectives and developing a feeling of partnership. These forums will likewise be open to others interested.

5. Communication with parents will consist of a Chapter 1 newsletter distributed at the beginning of each year and four times during the year following each Forum meeting. In addition, notices, other mailings, phone calls, conferences and home visits as needed will be on-going.

6. In awareness of parents lacking literacy skills or where the native language is not English, provisions will be made as far as practical for translations of printed material as well as tapes for listening or provisions of attending translators. General awareness as well as specific attention will be encouraged for coordination with programs under Adult Education Act.

This commitment to family involvement has been approved by the Board of School Trustees and will be coordinated through Chapter 1 staff leadership. Direct participation and initiative is deemed a requirement of each Chapter 1 teacher's role. Building principals will assume leadership and promote cooperation and energy from all the school staff.

May/1991
Rev. 6/1993

F. MATCHING YOUR PROGRAM TO THE NEEDS OF PARENTS AND CHILDREN IN YOUR DISTRICT

1. Sample Program Plan — District Level

Following is a sample plan for imaginary District xxx. The ideas and phrasing in it may be adapted for use in your district's plan. However, make sure that your plan is consistent with the stated policy and aims of your particular school district and with your overall Title I program goals.

School District xxx
Program Plan to Meet the Needs of Parents and Children

Of the needs uncovered with our district-wide needs assessment, we have chosen a limited number to address next year. Each year, the "mix" of needs will probably be different, and we will adjust our program accordingly. Our policy is to assess the needs during the school year and to develop and/or participate in programs to meet those needs. Since all the needs cannot be addressed at once, we have decided to focus on the needs that seem to be most pressing for the coming year and have given a brief description of our preliminary plans.

These are the needs that our Title I program will focus on during the next school year:

a. Need by Title I parents to know more about what is going on at school
b. Too little reading at home — parents unsure how to go about encouraging their children to read
c. Need for better family communication
d. Need for more print materials, videos, and tapes for parents
e. Need for better communication between school staff and parents in the community
f. Parents' need for more knowledge on how to help their children with learning activities at home

The entire program plan depends upon home-school cooperation; in some instances, members of the community will be involved in a home-school-community partnership.

a. Need by Title I parents to know more about what is going on at school

1) Meetings in each school to help parents learn about various facets of the school program.

At most meetings, we will provide volunteer translators for those who speak Spanish; for some small group meetings, the meeting may be held in Spanish and translation will then be made into English.

Child care will be provided also. At the evening meetings, area Girl Scouts (and their leader) will be providing the care. Parent volunteers will be trained to help with these meetings and with the process of contacting families.

a) Title I annual meeting (goal: to increase percentage of parents attending by 10% each year)

b) Monthly meetings highlighting what children are accomplishing in different parts of the program

c) Programs at each school in which children participate and to which parents are invited

2) Home visits to Title I families

Home visits are made to families with children who have been identified as needing extra assistance in learning, or in cases where it is very difficult for a parent to come to school for a conference. In our district, about 40% of the families are Hispanic. As much as possible, we try to conduct home visits in the home language. Fortunately, many of our Title I staff and paraprofessionals are bilingual in Spanish and English; in addition, we have a pool of volunteer translators.

3) Welcoming parents to participate at school as volunteers

School District xxx plans to formalize our volunteer program under a Volunteer Coordinator. He/she will coordinate requests from staff for volunteers and help to recruit members of the community. Some of the places where parents will be welcomed are in individual classrooms, on class field trips, in the library/ learning center, and in the office. Volunteers will also be encouraged to sign up to read to children and/or to listen to them read, or to help a child with arithmetic, either during the regular school day or during the extended-day program.

4) Translators for parent-teacher conferences

Parents may request a translator for parent-teacher conferences. We have a pool of bilingual volunteers who are willing to serve in this way.

b. **Too little reading at home — parents unsure how to go about encouraging their children to read**

c. **Need for better family communication**

We have grouped these two needs together because we found a family book-sharing program that addresses both needs at the same time. We held a *Parents Sharing Books* workshop for 25 leaders in our community this spring (including all of our Title I personnel). The workshop participants have expressed consid-

erable enthusiasm about getting the program started with families in the community this fall. This program was developed by the Family Literacy Center at Indiana University; the presenter came here from Indiana to put on the workshop.

The *Parents Sharing Books* program has been proven to increase interest in reading and to improve communication at home, as well as communication between school and home. It has been tested in other communities in many different states. Some of the leaders who participated in the PSB workshop held in our district have started the program at home with their own children and found it so enjoyable that they plan to continue it through the summer, taking extra time to read and share together during family vacation periods. Their experiences with their own children will be valuable as they work with groups of parents in the community. (Incidentally, some of the leaders who were trained in this workshop are parent volunteers.)

Research done by the Family Literacy Center shows that participating parents and children obtain three major benefits from the *Parents Sharing Books* program:

- They read more books with greater enjoyment.
- They learn to communicate better with each other.
- They enjoy the time spent sharing with one another.

In addition, many parents subsequently become more involved with the school and with other aspects of their child's education.

We will hold a meeting of the PSB workshop participants in August, to encourage them to work out and share specific plans for recruiting parents for the program and to start working with a group of parents as early as possible in the fall. The goal is to have from one to three *Parents Sharing Books* groups (each group meeting at least six times) in each school attendance area. Membership in each group will be limited to twenty. Meeting times will depend on the participants' convenience.

Initial plans include screening the *Parents Sharing Books* video (which shows parents interacting with their children over books and sharing ideas with other parents) at the September PTO meetings in each school to interest parents in the program. A variety of other means will also be used to let parents know about the opportunity to participate in a family book-sharing program. Parents of children in the Title I program will be especially encouraged to participate and to obtain literacy training for themselves if they need to do so. Some of the PSB groups will use Spanish (at least initially) and some English, so that as

many families as possible may be reached. We will order *Parents Sharing Books* transparencies and parent handouts in Spanish for those leaders who will be working in Spanish.

d. Need for more print materials, videos, and tapes for parents

1) *Parents and Children Together*

A series of books and audio tapes is available from the Family Literacy Center at Indiana University. They contain suggestions for parents and book recommendations on a particular theme and three read-along stories for parents and children to enjoy together. The series, called *Parents and Children Together*, has 30 booklets and tapes in English, and one in Spanish. Each booklet and tape has a theme such as "Motivating Your Child to Learn," "Using the Library," " Learning Science at Home," or "Working with the School." We will use Title I funds to obtain one complete set for each school building's Title I program and an extra set for the Family Resource Center. The booklets and tapes may be sent home in a book bag (with a tape player, if needed) so that children and parents may use them together for a week and then return them to the program.

Under section 2.f.4) below, is a description of single-meeting workshop sessions that will introduce parents to some of the ideas and suggestions in these booklets and tapes.

2) Family Resource Center

We plan to start a Family Resource Center (with Title I and other school district funds) in one of our schools (the one farthest from the public library) and to stock it with materials. Parents from all the schools will be encouraged to use the Center. Next year, we hope to open a Center in at least one additional school. Parents and children will be encouraged to borrow materials from the Center and to discuss with the Resource Center Coordinator how best to use them. The Center will hold "make and take" workshops for parents and children so that they can make educational games that they can take home.

3) Materials for the Resource Center

We will be stocking materials that may be borrowed by families to use at home or within the center. We will be following recommendations from a variety of sources, including the Family Literacy Center and ERIC/EDINFO Press at Indiana University and the International Reading Association. We will stretch our funding by looking for free and inexpensive materials.

[Editorial note: Some recommendations from the Family Literacy Center and ERIC/EDINFO Press regarding materials for parents may be found in Section VIII of this guide.]

Print materials: Books for parents will be chosen from various sources. They will include titles such as *Help Your Child Read and Succeed*, *The Curious Learner*, *The Confident Learner*, *¡Leamos!/Let's Read!: 101 Ideas to Help Your Child Learn to Read and Write*, *Connect! How to Get Your Kids to Talk to You*, and *Family Book Sharing Groups: Start One in Your Neighborhood*.

We will also be obtaining children's books for parents to read with their children from a variety of sources, such as paperback publishers. To add to our collection, we will also be soliciting donations.

Audio materials: The *Parents and Children Together* series has already been mentioned. We will be collecting audio books from other sources as well, hoping that they will be particularly helpful for families that are working on literacy skills.

Educational games: We will be starting a collection of educational games that may be played at the center and also borrowed over the weekends by parents. To build up our collection, we will be requesting donations from individuals and businesses in the community.

Videos: We will be putting together a small collection of videos on parenting that may be borrowed by individual parents or used in workshops.

e. **Need for better communication between school staff and parents in the community**

We plan to ask parent volunteers to assist with the development of parental involvement training for staff — including teachers, pupil services personnel, principals, and other staff. We recognize the need for reaching out to, communicating with, and working with parents as equal partners. The *Make Parents Your Partners in Literacy* staff development program from ERIC/EDINFO Press will be utilized to help teachers prepare action plans to work with parents as teachers of their own children and as tutors to children in our district.

As much as possible, we will be sending information to parents in the language used in the home. Because we have a substantial number of Spanish-speaking families in our district, we will be using parent volunteers to help with translation of notices and to facilitate communication at meetings and in conferences.

Parents may request translation help for parent-teacher conferences. We also plan to encourage each school to provide child care within its building during parent-teacher conferences.

Each school will be addressing these issues in its school-parent compact and may arrive at slightly different methods to improve home-school communication. We welcome this diversity within our community.

f. **Parents' need for more knowledge on how to help their children with learning activities at home**

1) Workshop for parents with preschool children, using *¡Leamos!/Let's Read!*

We will hold a workshop for parents, using a book entitled *¡Leamos!/Let's Read!* It contains 101 simple ideas for parents who wish to help their young children and is available in Spanish/English on facing pages (or just in English). A leader guide which provides suggestions for a parent meeting (in either Spanish or English) will help us to introduce parents to the activities that are described in the book. We plan to use this *¡Leamos!/Let's Read!* workshop to reach families with preschool children. We will offer one workshop in Spanish and one in English, on different days, so that people may choose which one to attend.

2) Booklets to send home with parents who bring their children to the preschool screening held in each school building

We will be using some colorful booklets that are available from ERIC/EDINFO Press at Indiana University to send home with parents who come to the preschool screening at each school. We can use the same booklets with our home visits program. They are available in both Spanish and English and are very inexpensive if purchased in quantity. They are called *You Can Help Your Child with Reading and Writing! Ten Fun and Easy Tips* or *¡Puede ayudar a sus hijos a leer y escribir! Diez sugerencias fáciles y divertidas*. We have learned that some school districts are sending booklets home in both Spanish and English, to facilitate parents' learning the non-home language.

3) *Family Connections*

One of the ways we will attempt to reach families in our community with young children is with *Family Connections*, a program available from the Appalachia Educational Laboratory in Charleston, West Virginia. The program provides 30 four-page booklets to be sent home to families to guide them in carrying out appropriate activities with their young children, using materials commonly found in homes. The materials do not have to be used sequentially. "Sunshine Grams" are included in the second issue and every fourth issue thereafter. The program has been extensively field-tested in several states, with very positive response.

4) Single-session workshops for parents

We will be using leader guides produced by the Family Literacy Center and ERIC/EDINFO Press to hold *Make the Parent Connection!* parent meetings. These meetings introduce parents, through a variety of activities and small group discussions, to topics covered by nine of the *Parents and Children Together* books and tapes. The topics available include:

Motivating Your Child to Learn
Becoming a Disciplined Learner
Learning Math at Home
Stretching Young Minds in the Summertime
Parents as Models
Encouraging Good Homework Habits
Success with Test-Taking
Making Writing Meaningful
Speaking and Listening

The particular workshops we choose to do this coming year will depend upon parent interest; we will be sending out a workshop survey and signup sheet to all Title I parents. Ten copies of the matching books and tapes will be available for parents to borrow after the meetings.

2. Other Needs and Sample Actions

Below are listed other possible needs and actions which your district might undertake.

a. Children having no place to go before and/or after school hours because primary caretaker is working

1) We now have extended-day programs in each school building in our district. Parents are assessed for this service on a sliding scale, depending on ability to pay and number of children enrolled in the program. This program includes various elements — refreshments and recreational activities (indoors or outdoors, depending on the weather) right after school, followed by opportunities for children to do homework in a supervised setting (we have a Title I tutoring program at this time), to sign up for special short-term classes related to hobbies, or to play games.

2) Some community organizations, such as the Boys' Club and the Girls' Club, offer after-school transportation to their sites. We notify parents of this opportunity twice each year.

b. Children getting hurt or frightened on the way to and from school

1) We have a "safe house" program to identify places (homes/businesses) where volunteers place a red house sticker in the window. Children are told they may ask for help if they are hurt or frightened at any home or business with this sticker in the window. Both families and businesses are encouraged to volunteer for this program. This year, we hope to increase the number of places participating in this program by 15%.

2) There are parts of our school district where the parents feel that it is unsafe for children to walk to and from school. As a result of a petition submitted by parents and other residents, the School Board has changed the district busing policy to include children from these neighborhoods on school bus routes even though they do not live 1 mile or more from school.

c. Need for both the school and the community to be safer for children

A committee is exploring the situation with members of the community and the local police, to see how the community can work together to meet this need.

d. **Need for parents to gain more understanding of child development and/or better parenting skills**

We are investigating two commercially available programs (*STEP*—Systematic Training in Effective Parenting and *Active Parenting*). We plan to hold a series of workshops for parents at a church in the community this spring. Flyers will be sent to churches in the community, as well as publicity through each of the schools.

We also plan to find out more about a video-based parenting skills program in Spanish entitled "Padres Educando Padres" (Parents Educating Parents) that might be particularly helpful to some of our parents. It is available from the RMC Corporation in Denver, Colorado.

e. **Parents not sure how to help school-age children with assignments or to tutor them**

Next spring we plan to have a workshop on *Make Parents Your Partners in Literacy*, also available from the Family Literacy Center at Indiana University. This program trains teachers and other leaders to motivate parents to help their children at home, and to give them practical strategies for doing so. Parents are shown how to tutor their children in ways that complement what is going on at school, so that the children benefit. We will use Title I funds to hold a workshop for Title I personnel and others in our district next spring and will coordinate these training efforts with our *Parents Sharing Books* program.

We will implement the *Make Parents Your Partners in Literacy* tutoring-training program with sessions held at different times of the day for parents' convenience. Meantime, we plan to use the extended day program in each school as a way to work with parents who can, on occasion, get off work half an hour early and come for a tutoring help-time with their son or daughter. In this fashion, the parent will get individual assistance from staff or volunteers in the extended day program on how to tutor a child who is learning about decimals, for example, or trying to understand how to read maps. Title I parents will be able to choose sessions on tutoring their children as part of the district's workshop program.

f. **Parents needing to upgrade academic skills and/or computer skills to help children or for benefit of parents**

Workshops will be held for parents who wish to enhance their skills, for themselves or in order to help their children. This year we will offer three

workshops — one on math skills, one on reading comprehension, and one on computer skills. These will be open to any parents in the school district and will be held at different schools. If there is enough interest, more than one workshop on a topic will be held.

g. **Not enough money for special needs in the school — more books in the library, more computers in the classrooms, materials for the Parent Resource Center, etc.**

We have a task force of business leaders, parents, and school district representatives meeting to address this problem; they plan some community-wide fundraising activities.

One of our schools is working on an arrangement with a nearby retirement complex. Some of the retirees are willing to create teaching aids. Others are willing to come to school to listen to children read and to help in other ways.

h. **Need for Literacy training for "low literacy" families**

Title I personnel are working with people in the Even Start program, the Head Start program, and the school district's Adult Education program, as well as staff at the public library, to make classes available for people who have expressed a desire to read better. The literacy training program is being coordinated with the *Parents Sharing Books* program so that parents at a variety of literacy levels may participate in reading with their children. [Some suggestions for helping low-literacy families may be found in Section V of this report.]

G. SCHOOL-PARENT COMPACT

According to the new Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent compact jointly with the parents of children participating in the program. These compacts must outline how parents, staff, and students will share responsibility for promoting high student achievement. Developing a formal school-parent compact may take the combined work of the principal, several teachers, and several parents in each school — a building-level Advisory Committee — who will be working with input from parents in the attendance area.

The Section 1118 guidelines provide direction to the committee writing this compact, but each community is encouraged to use its creativity to develop a plan that is likely to work in their particular situation.

1. **Defining School, Parent, and Student Responsibilities**

❑ *Describe the school's responsibilities, such as*

- ◆ *providing high-quality curriculum*
- ◆ *providing instruction in a supportive and effective learning environment that enables the children served to meet the State's student performance standards*

In this section on what the school will do, you might want to add

- ◆ providing learning opportunities for parents
  - to improve parenting skills
  - to help their children with learning activities at home
  - to learn how to share books with their children

These learning opportunities may be offered by the school district but can nevertheless constitute an integral part of each school's individual plan for working with both parents and children in the community. It may be possible to have one parent workshop in School A, the next in School B.

You could also describe any activities or opportunities that will be provided through the school district for parents, to support their efforts at home:

- ◆ **providing support and encouragement for parents**
  - monthly *Parents Sharing Books* meetings
  - Parents' Forum for Title I parents
  - PTA meetings
- ◆ **a Parent Resource Center from which parents may borrow materials**

The *Parents Sharing Books* program, described earlier in this guide, has a strong element of parent support, as well as training. Parents are encouraged — through group meetings and contacting each other in between — to help each other find time for reading at home and sharing ideas with their children, to limit TV watching so as to find time for reading, and to deal with issues such as motivation for learning and communication within the family.

❑ *Describe the ways in which parents will be responsible for supporting their children's learning, such as*

- ◆ *monitoring attendance, homework, and television watching*
- ◆ *volunteering in their child's classroom*
- ◆ *participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time*

It is particularly important to give parents a major "say" in the specific language of this section regarding parental responsibilities because they will need to help persuade other parents in the community to carry out these responsibilities.

Strong Families, Strong Schools: Building Community Partnerships for Learning, which is available free from the U.S. Department of Education by calling 1-800-USA-LEARN, offers the following steps families can take at home, in addition to making sure their children go to school every day:

- Read together.
- Use TV wisely (no more than two hours on school nights).
- Schedule daily homework times.
- Monitor out-of-school activities.
- Talk with children and teenagers.
- Communicate positive values and character traits, such as respect, hard work, and responsibility.
- Express high expectations and offer praise and encouragement for achievement.

The same book suggests the following ways in which families can make a difference at their children's schools:

- Ensure that their middle and secondary students are offered and enrolled in challenging courses.
- Keep in touch with the school instead of waiting until a problem arises.
- Ask more from schools: high learning standards, more family involvement.
- Use community resources, such as after-school programs and adult education classes.

❑ *Describe what students will be expected to do*

Describe what your community expects students to do to promote high achievement. Again, parental input from the Advisory Committee is needed. You may want to include items such as the following:

- complete my homework assignments
- read at home with my parents
- use the library to get information and to find books that I enjoy reading

The operational part of the school-home compact may consist of a fairly simple check-sheet that is signed by a child, his/her teacher, and his/her parent or guardian, with built-in times to see how each party is fulfilling his/her responsibilities.

2. Sample Forms from Hammond

The Parent/Student/Teacher agreement on the following page, from Hammond, Indiana, is distributed with a teacher's copy and a parent's copy. Each party is asked to sign both copies.

The sample form, Title I: Improving Student Achievement Compact, on page 38 offers a place to record action plans and the results of periodic monitoring.

SAMPLE

Tentative Parent/Teacher/Student Agreement

Fall 1994

The Lew Wallace Elementary School Vision is:

The Wallace School Community envisions the highest level of success for every individual. We make the commitment to motivate, to challenge, and to inspire each other to become the best we can possibly be.

To accomplish this parents, teachers, and students need to work together. We ask that you promise to do this by completing and signing the part of the agreement that belongs to you.

Parent/Significant Adult checklist includes:

I will do my personal best to:

_____ Supervise the completion of student homework (A sheet explaining how to "supervise" homework should be attached to this agreement)

_____ Attend at lease one (1) parent/teacher conference, if needed or requested, for each of my children.

(Choose at least three (3) of the following)

I will do my personal best to:

_____ Attend at least two (2) school functions/assemblies. (Examples are: discipline assemblies, Black History programs, Hispanic programs, Music programs, Awards Day, and Contests.)

_____ Volunteer as a classroom helper. (We suggest 30 minutes per semester.)

_____ Help with the monthly Wallace Newsletter.

_____ Help with other activities. (Examples are: Health screening, Badge Day, Market Day, Book Fair.)

_____ Eat lunch at school with my child at least two (2) times per year.

_____ Prepare materials for the teacher on my own time at home.

_____ Attend a Parents-as-Partners in Education activity.

_____ Be a Spanish or foreign language translator.

Write in your own suggestion. (What special skill or activity can you share?)

_____

_____

_____ I need child care in order to participate in these activities.

Parent's/Significant Adult's Signature_____Date_____

Student checklist includes:

I will do my personal best to:

_____ Return my homework completed.

_____ Follow the school rules

_____ Follow the classroom rules.

_____ Respect other people and the community.

Student's Signature_____Date_____

Teacher checklist includes:

I will do my personal best to:

_____ Provide a safe and caring learning environment where your child will begin to be responsible for his/her own behavior and learning.

_____ Follow the curriculum designed for your student as explained in the I.E.P.

_____ Take into account individual strengths in children.

_____ Help your child follow the school and classroom rules.

_____ Keep you informed of your child's progress on a regular basis.

_____ Schedule parent/teacher conferences to accommodate parents' schedules.

_____ Attend school functions.

_____ Help you with how you can help your child at home.

_____ Teach in all areas of intelligence.

_____ Assign homework and record the return of homework.

Teacher's Signature_____Date_____

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP.

Parent's copy

SAMPLE

TITLE I
IMPROVING STUDENT ACHIEVEMENT COMPACT

Student_____

	Action Plans	First Monitoring	Second Monitoring	Third Monitoring
STUDENT GOAL _____ Student signature				
PARENT GOAL _____ Parent signature				
TEACHER GOAL _____ Teacher signature				

While a home-school compact is required for children participating in the Title I program, it would be an excellent idea to have all students in the school participate. In this way, the importance of a school-parent-student partnership would be highlighted for the entire school district, not just for children enrolled in the Title I program.

3. Staff-Parent Communication

The guidelines call for discussing staff-parent communication and how that can be improved as part of the compact.

❒ *Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum,*

- *parent-teacher conferences in elementary schools, at least annually*
- *frequent reports from teachers to parents on their children's progress*
- *reasonable access by parents to staff; opportunities for parents to volunteer and to participate in their child's class, and to observe classroom activities*

Specific plans to improve school-home communication might include:

- telephone communication or home visits (preferably by staff who know the home language)
- written letters and memos from school sent, whenever possible, in the home language
- translation, if needed, at PTA meetings and Title I meetings (If many languages are represented in your school community, you may need to recruit a pool of volunteer translators.)

Some schools enlist a group of volunteers to call home from school with positive information supplied by teachers about their students.

4. Family-School-Community Partnerships

Finally, the compact is expected to outline how the school and parents will build family-school-community partnerships to help children achieve the state's high standards. You will want to include business leaders in the community in these partnerships, as well as parents.

Goal 8 of the Goals 2000 program enunciated by the Department of Education states: "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." *Strong Families, Strong Schools: Building Community Partnerships for Learning* contains many useful suggestions for building these partnerships [and for other aspects of parental involvement].

Family-school-community partnerships were mentioned in the section of this guide on programming to meet the needs of your community. One sort of partnership might have the goal of making the school safer; another might have the goal of improving the learning environment in both schools and neighborhoods. It may be possible to use the school facilities for a variety of community activities and thereby strengthen these partnerships.

Some schools have entered into partnerships with local businesses whose employees help, on occasion, as volunteers during the school day or during an extended-day program. A business may be willing to help buy some paperback books for the school, or provide certificates for food or books. Retirement homes are sometimes willing to enter into partnerships with a nearby school. Children can brighten the residents' lives with an occasional concert at the home; residents are often willing to help with reading aloud or tutoring or making educational games, or even being "foster grandparents" who write letters to children or accompany children on field trips.

H. EVALUATION

Evaluation of the Title I program, and its parental involvement component, should include both quantitative measures and qualitative assessments. What follows is a sample of the kinds of statements that would be appropriate for the evaluation component of your Title I proposal.

Title I personnel will use a variety of techniques for surveying, counting, rating, and collecting anecdotes, depending on the specific objective being evaluated, and will share these data with the Advisory Committee that includes parents of children in the program.

The Advisory Committee should devote one or more meetings each spring to an analysis of the information provided by Title I personnel. They will be using the evaluation by Title I staff (with parental input) to suggest strategies for school improvement. The school district can then revise its parental involvement policy accordingly.

Evaluation may include such items as average attendance at the annual meetings for Title I parents. For instance, if one year the attendance was 40%, it may be appropriate to set a goal for increasing the attendence rate. Your proposal might state the following:

We hope to increase the attendance at the annual meetings by 10% each year. This year, translation into Spanish will be available at the annual meeting. This should increase the number of Spanish-speaking parents who choose to attend.

IV. Suggestions for Reaching "Hard-to-Reach" Families

Research indicates that the level of parent involvement in a school district has much more to do with attitudes of school personnel and the efforts that schools make to reach out to parents than with the socio-economic level of the community or many other factors. Understanding why people are reluctant to become involved is the first step toward overcoming the barriers to developing a beneficial school-home partnership.

The suggestions below were developed to help leaders of *Parents Sharing Books* programs reach the families in their communities, but they may be used by anyone who is attempting to increase family involvement in education.

People may be "hard-to-reach" for one or more of these reasons:

1. **Feeling uncomfortable in a school setting**

   Some people have unhappy memories of their own school experiences; they may shy away from coming to school (or talking to teachers and principals) unless it's absolutely necessary. They may feel inadequate because of their own lack of education or feel uncomfortable in a situation where they may appear to be challenging the authority of school officials.

2. **Transportation problems**

   Another reason people do not come to meetings is that they have problems related to transportation. They may not have a car (or it doesn't work reliably); they may not have access to public transportation; or they don't have the money in their household budget for "optional transportation" to such events as meetings at school.

3. **Problems related to child care**

   Some people do not come to meetings at school or participate in activities because they do not have anyone to look after their small children.

4. **Feeling too busy**

   There are many people who feel they are too busy to do even one thing more. They feel overwhelmed by their current responsibilities. Included in this category are people who have almost no discretionary time because of their economic situation or their family structure.

5. **Lack of confidence in being able to help their children**

   Some people have very little confidence that they know how to help their children and therefore prefer to leave the whole process to professionals. They need to be reassured that they are capable of helping their children and given practical suggestions for doing so.

6. **Low literacy skills in English**

   There are many parents who do not know how to read well in English. This may have many consequences. Here are a few:

   - They may be unable to read written messages from school.
   - They may be reluctant to let people know that they don't read well.
   - They may feel unable to help their children learn how to enjoy books because they are not fluent readers themselves.

   Of course, some people who have low literacy skills in English speak and read another language with great fluency. They will probably have an easier time learning English as a second language than people who do not yet read well in any language.

7. **Special factors affecting certain ethnic groups**

   There are a number of publications that can assist you in understanding how best to reach minority groups in your community, such as African Americans, Native Americans, Spanish-speaking people, and Asians. A few are listed in Section VII of this guide.

   A number of factors are likely to affect the extent of involvement on the part of immigrant parents in their child's education and in activities at school: length of residence in the United States; English language proficiency; and cultural factors such as educational patterns: respectful distance vs. home-school partnership, for example.

   Other factors that may influence the extent of parental involvement of any newcomers, regardless of ethnicity, to your community include:

   - School environment — cold and impersonal or warm and welcoming?
   - Lack of familiarity with "how schools work" in your community, with parents' groups and how you become involved, and with how you go about becoming a volunteer at school

How do I address these problems?

1. **Feeling uncomfortable in a school setting**

   Consider holding meetings in places where the people you would like to work with DO feel comfortable — a church in their neighborhood, a community center, or the public library — rather than at school.

   If possible, work with someone in your community (such as the pastor of a church or the director of the community center or a children's librarian) who knows the people in the area and can help you make contacts and might even be willing to work with you in leading the meetings. Home visits and/or phone calls may be needed to recruit families to the program. Parents may be willing to become volunteer home visitors.

   Help people to feel welcome and comfortable at your meetings, wherever they are held, so they will want to come again. If possible, serve some sort of light snack. Serving food is a non-verbal way of making people feel at ease. It is a good idea to designate a parent to be the "hospitality person," to make sure that new people feel welcome. Several parents could take turns in this role.

   People are usually willing to come to school if their children are involved in the program in some way. Children often beg their parents to come.

2. **Transportation problems**

   There are no blanket rules for solving transportation problems, because the solutions will be different in each setting. Holding the meeting in a location close to most of the people involved is one solution — a community center or church in their neighborhood. Car pooling or sharing rides is another solution, in both rural and urban settings. Looking for a source of funds to enable your group to purchase bus passes, or using a school bus when it is not transporting school children are other ideas. Taking care of transportation expenses to promote family involvement is a legitimate Title I expenditure.

3. **Problems related to child care**

   It may take some creativity to solve problems related to child care. Work directly with the people who would like to participate in a parent group but have a problem related to young children needing care in order to find a solution.

One possibility is to arrange some baby-sitting for the children of parents who are participating in the group. Be sure some toys, blocks, books, and crayons are available for the children. Title I funds may be used to pay for child care to facilitate family involvement. Students in Home Economics classes or in Girl Scout troops may be interested in baby-sitting; this would be a way to link up with community groups.

4. **Feeling too busy**

In some cases, people just *are* too busy; they may need to wait to participate in anything new until things ease up in their lives. Meantime, it is important for the school to value the contributions they are making at home to their children's education.

However, in most cases, feeling too busy is a matter of perception and priorities. Busy parents often arrange to do two things at once, when they know that both things are really important. Nursing a baby while reading to a toddler is one example; talking with a youngster, or listening to him read, while preparing a meal for the family is another. Talking with children about what they are learning during a family meal is something most parents can do, once they realize its importance.

Single parents are particularly likely to feel too busy to do anything new; however, many of them realize how important it is to spend "quality time" with their children. The *Parents Sharing Books* program shows people how to use the time they have with their children to promote learning and family communication.

Finding time for important things is often a matter of rearranging family priorities. People do the things they feel are most important. It is up to the school to "sell" the importance of family involvement in education.

> *Parents must make room in their houses and then in their schedules for their children. No poor parent is too poor to do that, and no middle class parent is too busy.*
>
> — Jesse Jackson

Being flexible about meeting times is important — giving people a choice of meeting times, in the evening or on Saturday or during the day. You may need to hold some meetings at two different times to accommodate parents' schedules.

The *Parents Sharing Books* program, during the first meeting, addresses the issue of finding time in busy lives for family book sharing and helps to support families as they make changes in busy schedules.

5. **Lack of confidence in being able to help their children**

It is important, when asking parents to participate in programs such as *Parents Sharing Books*, to stress the importance of their role as their children's first teachers. Children benefit when school and home work together to encourage the children in a community.

Keep the emphasis on benefiting the child! This is a major motivator for parents. Almost all parents want their children to succeed, especially if they themselves have encountered language or learning difficulties.

Show parents, step by step, how to support and encourage their children. Use activities that will build a sense of confidence in their abilities. Adapt the activities mentioned in the *Parents Sharing Books* program to your particular group. Refer as needed to the suggestions in the next section on helping low literacy families.

6. **People with low literacy skills in English**

Do NOT assume that people who are not fluent in speaking English or who do not read it well do not care about their children and do not want to do the best they can for them. Instead, start from the assumption that families want the best for their children, that they are motivated to try, and that they have strengths to build on. (Rioux and Berla, 1994) Helping their children is generally a very strong motivator for parents.

While it is ideal to start working with parents and their very young children and continue over a long period, the need for — and the benefit of — family-involvement programs are still there across ages and grade levels through high school. It is much better to start a program for parents and their older elementary or middle school children than to assume the opportunity has already been missed. (Rioux and Berla, 1994)

If people with low literacy skills in English are interested in family book sharing, the ideas and suggestions in the *Parents Sharing Books* program may be implemented in any language. You can assemble a small group of people who speak the same language. You may need to adapt some of the suggested activities and find books in the language that they use with their children.

It is possible to "turn the tables" so that children who are more proficient in English than their parents become their parents' teachers. The Pajaro Valley program for families in Arizona, for example, uses storytelling among parents and children in their native language and in English. (Ada, 1988) Older children can

read to their parents; then parents and children can discuss the story in whatever language they choose.

Successful programs for multilingual families build on family strengths, emphasize collaboration between home and school, and place value on the families' traditional cultures as well as on the new culture. (Lewis, 1992) In addition, school personnel are given help in understanding how non-English-speaking families view their situation.

A number of suggestions earlier in this guide about communicating with families who don't speak much English may be implemented. If possible, find someone who can help you to communicate with them in their home language. It may be possible to recruit some parents to serve as volunteer translators at meetings and parent conferences.

Some people may be unable to read well in English, even though they speak English fluently. If they are interested in improving their reading skills, both to help their children and for their own benefit, you may want to refer them to existing adult literacy classes or offer to hold small group sessions. Section V of this guide contains specific suggestions for working with low-literacy families.

7. Special factors affecting certain ethnic groups

These are some of the ways in which a school system can promote parental participation by minority parents:

- Providing bilingual personnel to assist communication, when needed; translation during meetings and school conferences, if possible
- School notices and the school newsletter in the home language, as well as English, when possible
- Home visits and telephone calls by people who speak the home language
- Recognition of the strengths of extended family structure of some ethnic groups, of the high priority placed on learning by others

It is important to become familiar with cultural patterns and expectations in working with members of minority groups, and to keep learning from families if you would like them to work with you in a school-home partnership.

V. Strategies for Low-Literacy Families

To help parents who would like to read and write better, Title I guidelines suggest working cooperatively with other programs such as Even Start, Head Start, and the school system's adult literacy program. Title I funds may be used to fill in any gaps.

ORGANIZATIONAL HINTS

To increase attendance at meetings, remember these suggestions:

- Offer food (snacks of some kind) and occasional free materials (paperback books, coupons, gift certificates, etc.).
- Consider meeting in a church or community center or public library — wherever the parents feel comfortable — rather than at school.
- Give parents a chance to practice any major activity in a low-risk setting. Support their efforts to make changes.

  Some parents may feel more relaxed practicing an activity in a meeting that includes their own child; in other words, you would explain an activity and then give them the opportunity to try it out with their child. Other people may prefer to practice new activities with a sympathetic adult first, before trying them out with their child at home.

GOALS FOR A LITERACY STRAND

You could include at least these three goals in the literacy strand of your Title I proposal in the section dealing with family involvement:

1. Show parents how to participate in sharing books and ideas with their children.
2. Improve the literacy skills of the adults.
3. Build adults' confidence in their ability to help their children.

1. Show parents how to participate in sharing books and ideas with their children.

Parents can learn to support and encourage their children, despite their own low literacy skills. Here are a few suggestions:

- Use picture books, where the story is told primarily through pictures. The child can tell the story from his perspective; the parent can then retell the story from her perspective. Then they can talk about their stories and the pictures in the book. Example: *The Chick and the Duckling*.

- Listen to audio books together and talk about the story. Many libraries carry a selection of audio books that parents and children can enjoy together. They can follow along by reading the text while listening to the tape, if they wish.

  ERIC/EDINFO Press offers a series of books and audio tapes called *Parents and Children Together*, on thirty different topics. Each one has information and suggestions for parents on one side of the tape and read-along stories for parents and children on the other. The stories have suggestions for before-story and after-story activities or discussions. One of the sets is currently available in Spanish.

- An older child may read to the adult, who can follow along and then make comments or ask questions to stimulate a conversation. The conversation may be held after reading the story or at any point while sharing the story — at a natural breaking point.

  Comments may be whatever the person is thinking: "I really liked that part of the story!" or "Do you remember Mr. Jones, who used to live in our neighborhood? Mr. Humphrey in this story reminds me of him." or "This story reminds me of the time we went to ...."

  Questions should be open-ended, such as "What do you think will happen next?" or "What part of the story did you like best?" or "Who is your favorite character in this story? Why do you like him best?"

  After they get started on their conversation, it will be natural for both adult and child to make comments and ask and answer questions as they go along.

  This same process could be used quite naturally with oral stories, if storytelling is part of the culture of the people with whom you are working.

- A calendar for the month may be sent home on which children can check off each day in which the parent and child read and talked together for at least ten minutes. (Twenty minutes is even better.) Instead of a check mark, they may wish to write down the actual number of minutes they spent. Encourage the parents to set realistic goals that they can increase as time goes along. You may want to award small prizes (a paperback book, for instance) to families who reach their goals.

2. **Improve the literacy skills of the adults.**

Hold small group sessions for parents who want to improve their own literacy skills in order to help their children. (As mentioned above, you can also refer parents to established literacy training programs in your community, or work in cooperation with such a program.)

You will want to talk individually with the parents who sign up for these sessions, to ascertain their approximate reading levels, and perhaps to do a very informal reading assessment. One nonthreatening way to judge approximate reading level is simply to invite the person to choose a book from a selection of books with different reading levels and read aloud a few paragraphs. Different activities are of course appropriate for people at different reading levels. In addition, people who *can* read — but don't — need a different sort of help and encouragement from those who do not yet know how to read.

Here are a few strategies for improving the skills of adults who are learning to read:

- **Dictated Stories (or Experience stories)**

  Have the person relate a brief experience or story, while someone else prints it on a sheet of paper. Begin a new line for each new sentence. Together, read aloud the dictated story. Then ask the person to read it aloud by himself, marking his place with a finger under the print. Help as needed. If a computer is available, you may wish to use it to transcribe the story into print that is larger than usual, to make it easier for the new reader as he reads the story back again and again.

- **"Family Memories" Book**

  After completing several dictated stories, the adult learner may be ready to make a book of memories — pictures and text pasted in a loose-leaf notebook. This activity may be done at home, with the person's children. One way to stimulate this activity is to read together, *When I Was Young in the Mountains*, by Cynthia Rylant.

- **Word Patterns**

  Have the new reader read from a short book (such as *Mary Pat* or *Ned and Fred*) that emphasizes graphemic patterns. "Mary Pat likes things that rhyme with cat, like bat and hat." These repetitions show that the printed language can be mastered through patterns. Lists of simple rhyming words can follow from these pattern books. The learner may write a dictated story using some of the words from the pattern book.

Other books that have patterns are called "predictable books." Many of these lend themselves to writing stories in the pattern encountered while reading the book. An example is *Brown Bear.*

- **Read Along**

  Numerous audio books are available, including short children's books in many public and school libraries. These offer the new reader an opportunity to follow along with the print and begin to assimilate the flow and the patterns of stories in books. Small group practice may be helpful, too — reading along out loud with the narrator. As a leader, you may guide new readers to audio books of steadily increasing difficulty.

  We have already mentioned the *Parents and Children Together* series, which may be helpful, although not for brand-new readers. The books and tapes contain suggestions for parents and read-along stories for parents and children to enjoy together. Also, Spanish audio books are available from Hampton-Brown and other distributors.

- **High-Low Books**

  As adults become more proficient in reading, introduce them to a variety of children's books that they can enjoy with their children. They may also enjoy "high-low books" — high interest, low reading level. Catalogs are available with books of this sort.

3. **Build adults' confidence in their ability to help their children.**

   Adults with low reading and writing skills need activities that will boost their sense that they can make progress, and so that they can improve their own literacy skills in order to help their children. Choose activities for each meeting that enable participants to feel successful in the world of books.

   - **Mutual Help**

     Members of the group should be encouraged to share their successes (even small ones) and to listen carefully to problems that other members of the group are having, offering tentative solutions if the person with the problem invites help. This kind of sharing and mutual problem-solving gives group members a sense of power over their common problems.

- **Emphasis on the Child**

  Keep the emphasis on helping children succeed!

  In recruiting parents, remember that a desire to help their child is one of the most important motivations for adults to choose to participate in school related activities.

  Helping children succeed should also be the focus during the meetings with parents. Choose practical activities that parents can do with their child, and allow them to talk about and practice the strategies during the meeting, so that they feel comfortable. The reading level of the activity can be adjusted to the needs of the adults who are present.

- **Rewarding Achievement**

  When an adult achieves a new step in his journey towards literacy, he needs rewards. These rewards may take the form of a word of praise, a checkmark on a personal list of things to accomplish, an occasional gift (such as a bookmark or a paperback book), or some other method of acknowledging publicly that the learner is making progress. Do not treat adults like children, but recognize that adults appreciate small rewards that convey recognition that they are working hard and are moving forward for the benefit of their children.

- **Celebrate Progress!**

  Celebrate the progress of the entire group, also, in some appropriate way, from time to time. Certificates, banners, food, and small gifts — any of these lend spice to a celebration.

VI. Ideas You Can Use: Examples of Parent Involvement Programs That Work (and a Few That Don't)

Brief descriptions of a few programs in various locations follow. The books from which these examples are drawn are recommended as excellent sources of additional information and further examples that will be useful in designing parental involvement policies and programs for your community.

Stewart Community School in Flint, Michigan

[Simmons, Robert et al., "Stewart Community School: A Pioneer in Home-School Partnership," pp. 63-76 in Burns, Rebecca Crawford, Ed., 1993]

This school is located in a large urban district and has 496 students, prekindergarten through sixth grade. According to the authors, all parent-involvement activities focus on the following outcomes:

- Parents will be taught and encouraged to be actively involved in their children's education.
- Parents and teachers will have consistent communication as part of a strong partnership of adults working in support of a child.
- Parents and community members will have educational opportunities, linked to the goals of the school, in parenting, mentoring, and teaching/learning.
- All children, especially children who do not have strong parent models or support, will have a community-based mentoring system.
- Parents will be actively involved in the decision-making and governance structure of the school.

A School Improvement Team, assisted by five standing committees and several *ad hoc* committees addressed the concerns of the community and has been instrumental in the changes that have been made in the direction of home-school partnership. Stewart parents also organized "As One," a parent-community committee that assists with decision making and operates a home-learning center at the school, engaging in a variety of fund-raising activities to support the center.

Some of the positive results of greater parent involvement at Stewart, according to the authors, are:

- Parents have greater knowledge of child development and parenting skills.
- Increased interaction between home and school fosters understanding of and support for the role of education in career choices.

- Workshops in academic areas and on computer skills help parents to assist their children with homework, and to further their own learning.
- A shared partnership between parents and school staff increases parents' self-esteem and leads to improved student academic achievement and attendance.

On the following seven pages are four examples from Lynn Balster Liontos' book entitled *At Risk Families & Schools — Becoming Partners* and four examples from the *Chapter 1 Advocacy Handbook — Making the Chapter 1 Program Work in Your Schools* by Jessica Levin.

From Liontos, Lynn Balster, *At-Risk Families and Schools: Becoming Partners,* 1992. ERIC Clearinghouse on Educational Management, pp. 48, 132, 134, and 138.

THE LAFAYETTE PARISH EARLY CHILDHOOD PROJECT

By the end of the first project year, the creators of the Lafayette Parish Early Childhood Project hoped that 80 percent of the parents of preschool children would report specific knowledge of how children learn and understand the types of experience that foster physical growth, social/emotional growth, and academic readiness. The project was successful in meeting these goals.

It's interesting to note that the project was designed specifically for those children not accepted by Head Start, who thus had greatest need for this kind of program. The children participating were described as "high risk," and the population was heavily weighted in terms of African-American males.

Project personnel say there is always a tremendous gap between what is acceptable at home and the demands of the classroom. Given the socioeconomic background of these children, project teachers were not surprised that at the end of the academic year 39 percent of the thirty-one children in the project still demonstrated behaviors that their teachers felt would interfere with learning in kindergarten. Alexander and Lovelace conclude that support services should be provided for preschool children and their teachers to help the children acquire social skills appropriate for the classroom.

Parents appeared to be well informed at the end of the project about how much their children had learned. Specific accomplishments parents noticed in their children included:

1. Learning to get along with other children.
2. Learning to express themselves orally.
3. Recognizing letters of the alphabet, colors, and shapes.
4. Learning to write their names.
5. Improved ability to count and recognize numbers.
6. Improved listening skills.
7. Improved social skills (including better manners). Every parent surveyed felt this preschool experience would definitely help his or her child do better in kindergarten next year.

One parent explained that the teacher helped her to know what kind of behavior is appropriate for children at different ages, and each parent expressed satisfaction with his or her child's increased social awareness and ability to get along with family members and peers. In terms of readiness, all parents interviewed felt they had acquired valuable skills and information to help their children.

Several comments from parents in the project show how much these kinds of programs are needed:

- "It may seem like common sense things but little kids don't know them and they won't learn them unless we talk to them and teach them. I thought kids learned these things by themselves, but they don't."
- "They showed us how to do things and I'll do it with my baby because they showed us how."
- "It helped me to be a better parent—like teaching them and learning to do things with them—things I never realized."

Source: Adapted from Shirley Alexander and Terry Lovelace (1988)

PARENT INVOLVEMENT AT AN INDIANAPOLIS SCHOOL

The Edgar Evans Elementary School in Indianapolis has attracted hundreds of parents through its effort to develop closer ties with neighborhood families. This school is a success story in a districtwide initiative, known as Parents in Touch, begun in 1979 to promote stronger school-home partnerships.

Seventy-eight percent of families in the Edgar Evans neighborhood have incomes below the poverty line; 75 percent of students walk to the school from nearby housing projects.

In 1988 when Mamie Thompson arrived as principal of the school, parent participation was minimal and barriers between staff and the community ran deep. After conducting a needs assessment, Thompson concluded that the school desperately needed to reach out to families. "We knew we couldn't do our job without them," she says. "But that meant we had to go out and get them."

Today the school has a parent center that includes resources for families on parenting skills and education. School textbooks are also available in the center to enable parents to follow their children's assignments.

The school also offers monthly workshops in the evenings and on weekends on such topics as Discipline with Love and Preparing Children for Tests.

Social events are designed to make parents feel more comfortable at the school. Signs welcoming parents line the hallways and there is a "parent involvement" bulletin board that lists the names and contributions of particularly active parents. Thompson says she will take over the classroom of any teacher who wants to meet with parents during the day.

Most teachers keep a chart in their classroom with gold stars to indicate how often individual parents have visited the school. Thompson sends a certificate of appreciation to frequent visitors to encourage them to return.

In addition, the school has hired a local parent as a community liaison to visit families at home and encourage them to become involved in their children's learning. The liaison also acts as a buffer to help dispel negative feelings between parents and teachers.

While Thompson says the school still has a long way to go to strengthen school-home ties, the efforts to date have demonstrated that low-income parents want to be involved in their children's education. "If you ask them to come, they'll come," says Thompson.

Teachers, too, are learning what a contribution parents can make. "Before, a lot of teachers would say they wanted help from parents, but they would try to limit how much," says Sandra Anderson, a teacher at the school for seventeen years. "Now, teachers are really happy to have the parents around."

Although no formal evaluations have been conducted, Anderson says student achievement has improved since the program began. Two years ago, 66 percent of students were reading below grade level. In 1990 that figure dropped to 51 percent.

In addition, attendance rates topped 96 percent this year, up from 80 percent last year. "It's because parents know more what we expect," says Thompson.

Source: Adapted from Jennings (August 1, 1990)

USING CHAPTER 1 FUNDS IN MCALLEN, TEXAS

For the past seven years the McAllen, Texas, schools have been combining Chapter 1 support with other support to build stronger school/family connections in a comprehensive program. The task has not been easy, as the community is mainly Hispanic and many recent immigrants and migrant families have little or no proficiency in English.

However, under the leadership of Superintendent Pablo Perez, the staff has grown from one parent coordinator to five parent coordinators and several federally funded community aides. The position of facilitator was created at each building to help with instructional leadership and to free the principals to spend more time directly involved with parents and parent activities.

To broaden family involvement to include all parents—not just those targeted for Chapter 1 funds—required increasing the district's investment in school and family activities. The district budget has tripled and parent involvement is no longer supported solely by federal funds.

All parents of children in McAllen schools are eligible to become involved in five major types of activities: parent education programs, school/home and home/school communications, opportunities to volunteer for school projects, helping their children at home, and participation in the parent/teacher organization.

Most staff members involved with parent activities are bilingual. At each school the handbook is provided in English and Spanish versions. Families benefit from community aides, home visits, evening family study centers, computer-assisted language programs, and programs on parenting skills and other topics.

Each principal is responsible for the design and direction of a school's parent involvement program. For instance, at one school the parent-teacher organization trains parents and other volunteers to run a self-esteem program for students in the school. This program was initiated and implemented by parents, though it is supported by the administration and teaching staff.

District staff now estimate that nearly 99 percent of parents have some productive contact with their children's schools. The staff are working to reach the other 1 percent and to continue to improve the level, extent, and quality of involvement for all families.

The McAllen approach can be adapted to local conditions in any district or school, although it will take time and commitment. Comprehensive programs to involve parents require long-term leadership and some additional resources, but McAllen's example shows that Chapter 1 and other categorical programs can be combined and coordinated with local initiatives to promote school-family partnerships.

Source: D'Angelo and Adler (1991)

NONPROFIT ORGANIZATION RUNS PARENT INVOLVEMENT PROGRAM

The Parent Institute for Quality Education, a nonprofit organization located in San Diego County, California, is working with low-income Hispanic and ethnolinguistic populations to develop parent involvement, empowerment, action, and advocacy. The institute was established in the late 1980s by a Baptist minister and works jointly with the faculty of the Department of Policy Studies in Language and Cross Cultural Education.

The program begins with schools inviting a team of facilitators from the Parent Institute to dialogue with a core group of parents. This dialogue takes place for three to five weeks, during which time facilitators help parents identify their needs, wants, and concerns. These themes then become the focus of training workshops for parents. Thus each workshop addresses a concern or issue identified by the parents themselves. Over one thousand concerns have been documented so far and grouped into four workshop areas: student development, family interaction, school-home accountability, and school culture.

Parents are trained in groups of twenty to thirty to allow for interaction. The workshops use diverse methods and are delivered in the primary languages of the school communities. Field assignments are given, which can consist of gathering facts and information at the local level, thus relating the theme to specific applications in the actual home-community setting. Generally three to six themes are covered in a series of training workshops.

During a two-year period, the Parent Institute has trained over 2,800 parents, who have participated in at least four thematic workshops. "The vision of such training," says Alberto M. Ochoa (1990), "is to nurture the development of parents from a level of understanding of their role and advocacy in the education of their children to a level in which they become the trainers of other parents."

In its two years of operation, the Parent Institute has worked with twenty-three school communities, including eighteen elementary schools, four junior highs, and one high school. The majority of these schools have a history of very low parent participation. In addition, these schools are large and overcrowded, with over 80 percent of students ethnically diverse (predominantly Hispanic) and as many as 50 percent from single parent homes.

"Our initial work and research," says Ochoa, "has convinced us that not only are low income parents interested, willing, and socially responsible for improving the quality of education provided to their children, but that a vision exists for making schooling a truly democratic and empowering institution."

Source: Adapted from Albert M. Ochoa (1990)

From Levin, Jessica, *Chapter 1 Advocacy Handbook: Making the Chapter 1 Program Work in Your Schools.* Cambridge, MA: Center for Law and Education, 1993, pp. 103–105.

2. PARENTAL INVOLVEMENT PROGRAMS

A. A Poorly Functioning Parental Involvement Program — the School District Level

The district's written parental involvement policy is one paragraph which provides that parents shall be afforded the opportunity to participate "in the design, planning, and implementation" of the Chapter 1 program. This involvement is to occur at parent meetings held in the school in the spring and fall of each year.

Although there is a district Parent Advisory Council on paper, none of its members seem to play any role in the Chapter 1 program. In fact, there is little parent involvement in the planning, design, and implementation of the program. No parent workshops have been conducted, nor materials sent home.

B. A Poorly Functioning Parental Involvement Program — the School Level

The extent of parental involvement in this school's Chapter 1 program is two parent meetings a year. The announcement of the last parent meeting was on the back of an announcement of a school-wide assembly, to which all parents were invited. The meeting was held during the day, which made it difficult for working parents to attend. Two parents did attend. At this meeting, these parents were given a sheet describing Chapter 1, and were asked whether they knew the nature of their own children's reading problems. When they said that they did, the school personnel left the meeting, and the two parents spent the rest of the meeting talking with each other.

C. A Well-Functioning Parental Involvement Program — the District and School Level

Seven years ago, this school district's parental involvement program had a single parent coordinator funded through Chapter 1. Now it has five parent involvement coordinators and five community aides, funded through a combination of federal and local dollars. The parental involvement program is run by the school district, funded by various sources, and designed to address the parent involvement needs of the entire district. It provides a range of activities to increase parent involvement, improve home-school partnerships, and enhance parents' ability to participate in their children's education.

The district's program involves three core parent involvement activities:

- STEP (Systematic Training for Effective Parenting), and its Spanish version PECES, are commercially available curricula designed to strengthen parenting skills;

- Evening Study Centers offer evening classes twice a week in three school sites for at-risk students and their parents; and

- Group parent meetings on topics such as health, school curriculum, and child development occur throughout the year at each school in the district.

Other broad-based programs and activities also promote parental involvement, while the community aides provide additional services to parents, including home visits. All parents in the district are eligible to participate in some part of the parental involvement program, but Chapter 1 parents are given priority, particularly in the Evening Study Center classes.

Parents also are involved in individual school activities, such as the PTA and grade level meetings. In addition, each school principal is required to develop an annual plan for furthering parent and community involvement objectives at the building level, and the school district has successfully provided support to each school to enable it to carry out this function. It is estimated that through this program over 90% of parents in the district participate in school activities.

D. A Well-Functioning Parental Involvement Program — the District and School Level

Although in the example above the school district has taken the lead in involving parents, in this example parents of Chapter 1 children have taken the lead in involving themselves.

In this city, parent involvement efforts are spearheaded by a longstanding and very involved Chapter 1 District Parent Advisory Council (DPAC). The DPAC has existed for several decades, has 50-60 active members, and is very involved in the Chapter 1 program. In addition, the city has very active and effective Building Advisory Councils in the schools which are bolstered by the DPAC's work.

The Building Advisory Councils meet frequently among themselves, and hold three meetings a year for the other parents in the school. They meet in September/October with parents to notify them that their children are in the program, to explain the program, and to talk about their advisory role; in January/February with principals and teachers to formulate proposals for the following year; and in May to give parents ideas for helping their children over the summer, provide information on GED activities and other educational opportunities, and to discuss the outcomes of their programmatic recommendations. In addition, every Building Council provides training and other types of workshops for parents, including how to help their children in reading and math, and where to turn for additional help.

In addition, the District Parent Advisory Council plays a role in both designing and monitoring the Chapter 1 programs. Each year, the DPAC receives recommendations from the Building Advisory Councils, and usually holds three to five meetings with the administration to plan the program for the following year. Recently, for example, the parents wanted to have an after-school Chapter 1 math program, but the district did not want it. The district finally agreed to it, however, after five meetings with the DPAC.

On Mondays and Wednesdays, the Chapter 1 parents also conduct monitoring visits to schools, reaching every school before March. During these visits, they talk to the principals, teachers, and other staff, observe classes, raise problems, and provide parents with first hand information about what is going on in their children's schools.

VII. References — Resources for Educators

Ada, A.F. "The Pajaro Valley experience: Working with Spanish-speaking parents to develop children's reading and writing skills through the use of children's literature," in T. Skutnabb-Kangas & J. Cummins (Eds.), *Minority Education: From Shame to Struggle*. Clevedon, UK: Multilingual Matters, 1988.

Broder, David. "Parent connection particularly important for improving schools," *Sunday Herald-Times*, Bloomington, IN, Feb. 20, 1994.

Brown, Patricia Clark, *ERIC Digest: Involving Parents in the Education of Their Children*, 1989. ERIC Clearinghouse on Elementary and Early Childhood Education.

Burns, Rebecca Crawford, Ed., *Parents and Schools: From Visitors to Partners.* National Education Association, 1993. Available from Appalachia Regional Educational Laboratory, $11.95.

Council of Chief State School Officers and National Coalition for Parent Involvement in Education, *Guide to Parent Involvement Resources,* 1992. Available from Council of Chief State School Officers, $6 + s/h.

Cunningham, Patricia, *Classrooms That Work: They Can All Read and Write.* Harper Collins, 1994.

Garcia, Delia, "Factors that Determine and Influence Hispanic Parental Involvement," in *Hot Topic Guide: Hispanic Family Involvement*. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. Available from ERIC/EDINFO Press, $16 + $3 s/h.

Goodson, Barbara Dillon *et al.*, *Working with Families: Promising Programs to Help Parents Support Young Children's Learning*. Final report for the U.S. Dept. of Education, prepared by Abt Associates, Inc., Cambridge, Massachusetts, 1991.

Jones, Linda T. *Strategies for Involving Parents in Their Children's Education*, 1991. Phi Delta Kappa Educational Foundation, Fastback # 315, $1.25.

Levin, Jessica, *Chapter 1 Advocacy Handbook: Making the Chapter 1 Program Work in Your Schools.* Cambridge, MA: Center for Law and Education, 1993.

Lewis, Anne. *ERIC Digest: Helping Young Urban Parents Educate Themselves and Their Children*. New York, NY: ERIC Clearinghouse on Urban Education, Number 85, December 1992.

Liontos, Lynn Balster, *At-Risk Families and Schools: Becoming Partners*, 1992. ERIC Clearinghouse on Educational Management, $12.95 + $3 s/h.

Liontos, Lynn Balster, *ERIC Digest: Involving At-Risk Families in Their Children's Education*, 1991. ERIC Clearinghouse on Educational Management, Number EA 58.

Macfarlane, Eleanor C., *ERIC Digest: Children's Literacy Development: Suggestions for Parent Involvement*, 1994. ERIC Clearinghouse on Reading, English, and Communication, Number D89, $1.

Peterson, David, *ERIC Digest: Parent Involvement in the Educational Process*, 1989. ERIC Clearinghouse on Educational Management, $2.50.

Ramos, Nancy and Ricardo Sotelo Santos, "Helping Your Children Succeed in School: A Parents' Guide," in *Hot Topic Guide 52: Resources for Home Learning Activities in Language Arts*, ERIC Clearinghouse on Reading, English, and Communication. Available from the ERIC/EDINFO Press, $16 + $3 s/h.

Reglin, Gary L., *At Risk "Parent and Family" School Involvement: Strategies for Low Income Families and African-American Families of Unmotivated and Underachieving Students*, 1993. Charles C. Thomas, 2600 South First St., Springfield, IL 62794-9265, $29.75.

Rioux, William, and Nancy Berla. "Commentary: The Necessary Partners: Tips from Research on Creating Parent-Involvement Programs That Work," *Education Week*, Jan. 19, 1994, p. 31.

Rioux, William, and Nancy Berla. *Innovations in Parent and Family Involvement*. Princeton Junction, NJ: Eye on Education, 1993. Available from Eye on Education, P.O. Box 388, Princeton Junction, NJ 08550, $39.95 + $4 s/h.

Simic, Marjorie, *ERIC Digest: Parent Involvement in Elementary Language Arts: A Program Model*, 1991. ERIC Clearinghouse on Reading, English, and Communication, $1.

Simich-Dudgeon, Carmen. *ERIC Digest: Parent Involvement and the Education of Limited-English-Proficient Students*. ERIC Clearinghouse on Languages and Linguistics, 1986.

Swap, Susan McAllister, *Parent Involvement and Success for All Children: What We Know Now*, 1990. Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215, $7.50.

U.S. Dept. of Education, *The ERIC Review*, Vol. 1, Issue 3, September 1991: Issue on Family Involvement. The *ERIC Review* is available by calling ACCESS ERIC, 1-800-LET-ERIC.

U.S. Dept. of Education, *Strong Families, Strong Schools: Building Community Partnerships for Learning*, 1994. Up to five copies available free by calling 1-800-USA-LEARN.

U.S. Dept. of Education, *Working with Families: Promising Programs to Help Parents Support Young Children's Learning*, 1991. Free from U.S. Dept. of Education, Room 4049, 400 Maryland Avenue SW, Washington, DC 20202-4110.

Wikelund, Karen Reed, *Schools and Communities Together: A Guide to Parent Involvement*, 1990. Northwest Regional Educational Laboratory, $9.95.

VIII. Materials for Parents —A Few Suggestions from the Family Literacy Center and ERIC/EDINFO Press

The addresses and phone numbers of the organizations mentioned below are listed in Section IX of this guide.

Little Beginnings: Starting Your Child on a Lifetime of Learning. The First Five Years. 1992, 21 pp. National Association of Elementary School Principals, Alexandria, VA. Booklet for new parents, with separate sections focusing on specific activities that contribute to early childhood development and well-being at various stages in the child's life. Available from: World Book Educational Products. Single copy free with self-addressed, stamped business-size envelope, or call 1-800-621-8202 and mention the IU Family Literacy Center.

The Little Things Make a Big Difference: How to Help Your Children Succeed in School, 1991, 19 pp. National Association of Elementary School Principals, Alexandria, VA. Booklet for parents of school-aged children with tips for supporting their children's learning and development and for undertaking family activities that can help children succeed in school. Available from: World Book Educational Products. Single copy free with self-addressed, stamped business-size envelope, or call 1-800-621-8202 and mention the IU Family Literacy Center. A companion videotape is available from the National Association of Elementary School Principals (NAESP), $19.95 + $2.50 s/h.

The following booklets were published jointly by the International Reading Association and the ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC). They are designed to provide practical ideas parents can use to help their children. Available from: ERIC/EDINFO Press, $1.75 each, plus postage.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern, 1989. 19 pp.
Creating Readers and Writers, by Susan Mandel Glazer, 1990. 15 pp.
Encouraging Your Junior High Student to Read, by John Shefelbine, 1991. 31 pp.
Helping Your Child Become a Reader, by Nancy L. Roser, 1989. 19 pp.
How Can I Prepare My Young Child for Reading? by Paula C. Grinnell, 2nd printing, 1989. 19 pp.
You Can Encourage Your High School Student to Read, by Jamie Myers, 1989, 23 pp.
You Can Help Your Young Child with Writing, by Marcia Baghban, 1989. 15 pp.
Spanish version: *Ayude a Su Nino con la Escritura*, 1990, 17 pp.
Your Child's Vision Is Important, by Caroline Beverstock, 1991. 23 pp.

101 Ideas to Help Your Child Learn to Read and Write, by Mary Behm and Richard Behm, 1989, 52 pp. This little book is chock full of practical and fun-to-do activities that children and parents can do together. Suggestions for developing reading and writing skills at home, at the store, and in the car, plus ways to use

TV to promote your child's learning. Available from ERIC/EDINFO Press, $6.50 + s/h.

¡Leamos! 101 ideas para ayudar a sus hijos a que aprendan a leer y a escribir/Let's Read! 101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. A bilingual version of the booklet listed above, with Spanish and English side by side. Available from the ERIC/EDINFO Press, $ 8.95 + s/h. A leader guide, with detailed plans for a workshop introducing parents to this book, is also available in Spanish and English ($25).

Let's Educate Together. The Road to Literacy Series: Book One for African American Parents with Children. *A Black Parent's Guide to Laying the Foundation for their Children's Educational Success*, by Sheila Venson, 1990. 31 pp. Alternative School Network, Chicago, IL. This booklet provides suggestions to African-American parents who want to provide their children with a firm foundation for educational success. Available from the ERIC Document Reproduction Service, MF01/PC02 plus postage. Call 1-800-443-ERIC to order. [ED337552]

ERIC Digest: Children's Literacy Development: Suggestions for Parent Involvement, by Eleanor C. Macfarlane, 1994. ERIC Clearinghouse on Reading, English, and Communication, $1.

The following books were produced by the Office of Educational Research and Improvement, U.S. Dept. of Education, Washington, DC. They are available from the U.S. Government Printing Office, Superintendent of Documents or from the Consumer Information Center.

Helping Your Child Get Ready for School, by Nancy Paulu, 1993. 50 pp.
Suggestions for ways to help preschool children grow, develop, and have fun learning.

Helping Your Child Succeed in School, by Dorothy Rich, 1992. 46 pp.
Varied activities for children aged 5 through 11.

Helping Your Child Use the Library, by Kathryn Perkinson, 1993. 24 pp.
Suggestions for using the library with children of all ages.
Also available in Spanish: *Cómo ayudar a sus hijos a usar la biblioteca.*

Helping Your Child Learn Science, by Nancy Paulu with Margery Martin, 1992. 56 pp. Numerous activities for learning science at home.
Also available in Spanish: *Cómo ayudar a sus hijos a aprender ciencia.*

Helping Your Child Be Healthy and Fit, by Carol S. Katzman and Carolyn R. McCary, with Deborah Kidushim-Allen, 1993. 44 pp.
Information on nutrition, vaccinations, exercise; even includes some recipes.

Helping Your Child Learn to Read, by Bernice Cullinan and Brod Bagert, 1993. 58 pp.
Activities for families, and information on creating a home environment that fosters reading.

Helping Your Child Learn Geography, by Carol Sue Fromboluti, 1990. 26 pp.
Activities for learning geography, which is defined as "a way of thinking, of asking questions, of observing and appreciating the world around us."

Helping Your Child Learn Math, by Patsy F. Kanter, 1993. 58 pp. Activities for children aged 5 through 13. Shows how math can be used in many settings.

Helping Your Child Learn Responsible Behavior, by Edwin J. and Alice B. Delattre, 1993. 44 pp. Ways parents can foster responsible behavior through a variety of activities for children.

"Help Your Child Learn and Love Reading," by Jill Frankel Hauser, *PTA Today*, v16, n2, p.18, Nov. 1990. This article describes how parents can be most effective in teaching their children to value written language as communication and to enjoy reading. Available in many school and public libraries or through inter-library loan.

You Can Help Your Child with Reading and Writing! Ten Fun and Easy Tips, 20 colorful booklets in a packet, to distribute to parents. Available from ERIC/EDINFO Press, $15/packet (Call 1-800-925-7853 for quantity discounts). Spanish version: *¡Puede ayudar a sus hijos a leer y escribir! Diez sugerencias fáciles y divertidas* (same price).

Parents Sharing Books videotape. Shows how parents can use book sharing to improve literacy and enhance communication with their children. Available from: Family Literacy Center and ERIC/EDINFO Press, $29.95 + $3 s/h.

Connect! How to Get Your Kids to Talk to You, by Carl Smith with Susan Moke and Marjorie R. Simic, 1994. 240 pp. Firsthand reports from parents and kids who have participated in the *Parents Sharing Books* program about the benefits of reading and talking about books together. Available from: Family Literacy Center and ERIC/EDINFO Press, $14.95 + s/h.

Family Book Sharing Groups—Start One in Your Neighborhood! by Marjorie Simic and Eleanor Macfarlane. Available from: Family Literacy Center and ERIC/EDINFO Press, $6.95 + s/h.

Parents and Children Together. A series of 30 books with audio cassettes available from ERIC/EDINFO Press (plus two for middle school students and their parents and one for younger children in Spanish). Each book and cassette package, $9.00 + s/h. Call 1-800-925-7853 for information on specific titles.

The Confident Learner: Help Your Child Succeed in School, by Marjorie R. Simic, Melinda McClain, and Michael Shermis, 131 pp. Includes practical advice for parents to help their children develop high self-esteem, strong motivation, self-discipline, and the ability to deal with stress. Includes family activities and lists of books to read and share. Available from ERIC/EDINFO Press, $9.95 + s/h.

The Curious Learner: Help Your Child Develop Academic and Creative Skills, by Marjorie R. Simic, Melinda McClain, and Michael Shermis, 156 pp. Practical advice for parents on how to develop children's natural curiosity about math, science, history, poetry, music, art, and writing. Contains activities, book suggestions, and answers to parents' questions. Available from ERIC/EDINFO Press, $9.95 + s/h.

101 Ways Parents Can Help Students Achieve, by Kristen Amundson, 1991. 29 pp. Booklet that provides tips on how parents and other adults can become more involved in children's education. Available from: American Association of School Administrators, $6.00.

This Page for Parents [Educational Clip Sheets for parents, in English/Spanish] BOCES Geneseo Migrant Center, Geneseo, NY, 1992. Fifteen separate one-page clip sheets, each providing specific advice on key topics for migrant parents. One side is English; the other is Spanish. Available through the ERIC Document Reproduction Service, 1-800-443-3742. [ED345917]

Queridos Padres: En Los Estados Unidos...La Escuela es Nuestra Tambien, by Siobhan Nicolau and Carmen Lydia Ramos, 1990, 25 pp. [English version: *Dear Parents: In the United States...It's Our School Too*, 1990, 25 pp.] Available from: Hispanic Policy Development Project, Inc., $ .25/copy. Ask for a list of other publications in Spanish and English.

Help Your Child Read and Succeed: A Parent's Guide, by Carl B. Smith, 265 pp. Offers parents the information and confidence they need to help their children succeed with reading. Includes parent/child activities, specific strategies for improving reading comprehension and vocabulary, and recommended book lists. Available from ERIC/EDINFO Press, $12.95 + s/h.

IX. Some Organizations Worth Knowing About

You may wish to write to or telephone these organizations to request answers to specific questions or to obtain a list of publications. Wherever possible, 800-numbers are listed.

Access ERIC, Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850-3172. 1-800-LET ERIC or (301) 251-5506

Agency for Instructional Technology, Box A, Bloomington, IN 47402-01200. 1-800-457-4509 or (812) 339-2203

Alliance for Parental Involvement in Education, P.O. Box 59, East Chatham, NY 12060. (518) 392-6900

American Library Association, 50 East Huron St., Chicago, IL 60611. (312) 944-6780

Appalachia Educational Laboratory (AEL), P.O. Box 1348, Charleston, WV 25325-1348. 1-800-624-9120

Association for Childhood Education International, 11501 Georgia Avenue, Suite 315, Wheaton, MD 20902. 1-800-423-3563 or (301) 942-2443

The Children's Book Council, Inc., 67 Irving Pl., New York, NY 10003. (212) 254-2666

Children's Defense Fund, 25 E Street, NW, Washington, DC 20001. (202) 628-8787

Coalition for a Literate Future, P.O. Box 616, Haslett, MI 48840. (517) 371-5331

Consumer Information Center, Pueblo, CO 81009. Ask for a free Consumer Information Catalog.

Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431

ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207. 1-800-438-8841

ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, IL 61801-4897. (217) 333-1386

ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. 1-800-328-0272

ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 118 22nd Street, NW, Washington, DC 20037-0037. 1-800-276-9834

ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC), Indiana University, 2805 E. Tenth St., Suite 150, Bloomington, IN 47408-2698. 1-800-759-4723 or (812) 855-5847

ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325-1348. 1-800-624-9120

ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, Main Hall, Room 303, Box 40, 525 West 120th Street, New York, NY 10027-9998. 1-800-601-4868

ERIC Document Reproduction Service (EDRS) 7420 Fullerton Road, Springfield, VA 22153-2852. 1-800-443-ERIC or (703) 440-1400

ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407. 1-800-925-7853

Family Literacy Center, Indiana University, 2805 E. Tenth St., Bloomington, IN 47408-2698. 1-800-759-4723 or (812) 855-5847

Family Resource Coalition, 200 South Michigan Ave., Suite 1520, Chicago, IL 60604. (312) 341-0900

Hispanic Policy Development Project, Inc., 36 East 22nd St., 9th Floor, New York, NY 10010. (212) 529-9323

International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139. (302)-731-1600

KIDSNET, 6856 Eastern Ave. NW, Suite 208, Washington, DC 20012. (202) 291-1400

National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, DC 20009-2460. 1-800-424-2460

National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483. (703) 684-3345

National Center for Family Literacy, 401 South Fourth St., Suite 610, Louisville, KY 40202. (502) 584-1133

National Commission on Children, 1111 Eighteenth St. NW, Suite 810, Washington, DC 20036. (202) 254-3800

National Committee for Citizens in Education, 900 2nd St. NE, Suite 8, Washington, DC 20002-3357. (202) 408-0477 or 1-800-NET-WORK 1-800-532-9832 (for Spanish-speaking callers)

National Council of La Raza, 810 First Street NE, Suite 300, Washington, DC 20002-4205. (202) 289-1380

National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. (217) 328-3870

National Hispanic Development Project, Inc., 36 East 22nd St., New York, NY 10010. (212) 529-9323

National PTA—National Congress of Parents and Teachers, 700 Rush St., Chicago, IL 60611. (312) 787-0977

Northwest Regional Educational Laboratory, Document Reproduction Service, 101 SW Main Street, Suite 500, Portland, OR 97024.

Parents as Teachers National Center, Inc., 9374 Olive Blvd., St. Louis, MO 63132. (314) 432-4330

Phi Delta Kappa Educational Foundation, P.O. Box 789, Bloomington, IN 47402-0789. (812) 339-1156

United Cerebral Palsy Associations, 1522 K Street, NW, Suite 1112, Washington, DC 20005. 1-800-USA-5UCP or (202) 842-1266

U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

World Book Educational Products, Station 14/Digest, 101 Northwest Point Boulevard, Elk Grove Village, IL 60007-1019. 1-800-621-8202

How are you involving families and communities in the education process?

Learn how to create and maintain a strong partnership that connects homes, schools, and communities. ***Dorothy Rich's Families & Schools: Teaming for Success*** is a comprehensive professional development workshop resource designed to help all members of the education team build new connections for improving student achievement and meeting new federal mandates.

Dorothy Rich's
Families & Schools
TEAMING FOR SUCCESS

Dorothy Rich's Families & Schools will help you achieve the parental involvement initiatives of . . .

- the reauthorization of the *Elementary and Secondary Education Act (Improving America's Schools)*, which includes initiatives for Title I schools to provide opportunities for school district support of teacher training and parent education.
- the U.S. Department of Education's "*Strong Families, Strong Schools.*"
- *Goals 2000: Educate America* (Goal 4 "*. . . continued improvement of professional skills . . .*" and Goal 8 "*. . . promote partnerships to increase parental involvement and participation . . .*").

THE VIDEO PROGRAM

Part 1: The Vision

See and hear how education is changing and what those changes mean to today's students, teachers, families, and communities. Learn how to satisfy the new mandates of the *ESEA* reauthorization, the DoE's "*Strong Families, Strong Schools,*" and goals 4 and 8 of *Goals 2000.* Explore what ingredients are needed to make partnerships and programs successful and examine the role of government funding.

Part 2: Taking Action

Analyze how successful programs operate, what they should accomplish, how business and community leaders are involved, and, most importantly, how children will benefit. Visit schools and meet individuals who successfully execute parent-school-community cooperation programs. Learn the secrets of their success that can be modeled and applied in your classrooms and schools.

THE FACILITATOR'S GUIDE

The 24-page guide contains detailed workshop plans, a set of workshop objectives, previewing focus questions, suggested follow-up activities, and reproducible handout masters for two workshops, each based on one part of the video program.

Purchase *Dorothy Rich's Families & Schools: Teaming for Success* (#371-M01) for $295 and receive one 60-minute video program and one 24-page workshop facilitator's guide in a vinyl album.

PURCHASE

Dorothy Rich's Families & Schools: Teaming for Success **(#371-M01) $295**
+ shipping & handling

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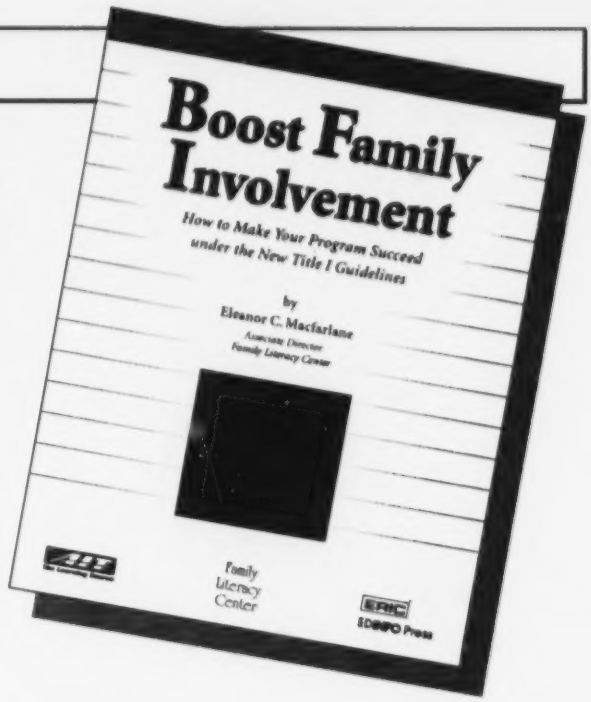

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